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ABSTRACT

This guide represents the first attempt to survey and record all the currently available videos, films, filmstrips, slide cassette programs, and audio programs that have been developed to train caregivers of children under age three. The reviews were completed in 1986. Annotated selections are entered alphabetically. Above each title a symbol identifies the type of media for the entry. Following the title, key identifiers (such as anger, feeding, and language development) help identify the entry in terms of specific topics for caregivers. A detailed description of each entry follows, providing a clear idea of the content and method of conveying the main ideas. This is followed by the reviewers' rating of the entry's audiovisual quality and content according to four categories of quality (excellent, good, fair, or poor). In addition, appropriate audiences are specified (for example, caregivers, parents) and other pertinent information is provided, including the address or telephone number to use to obtain the media item; the production date; the length, format, and price; and whether or not a guide or booklet is provided. Also included are an index of annotated titles with audiovisual information; the complete list of mediated materials for caregivers of infants and toddlers that were reviewed for this project; a list of key identifiers for films, videos, filmstrips, and slide cassette programs; and an alphabetical index of key identifiers. (GL)

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Infant/Toddler Caregiving

An Annotated Guide To Media Training Materials

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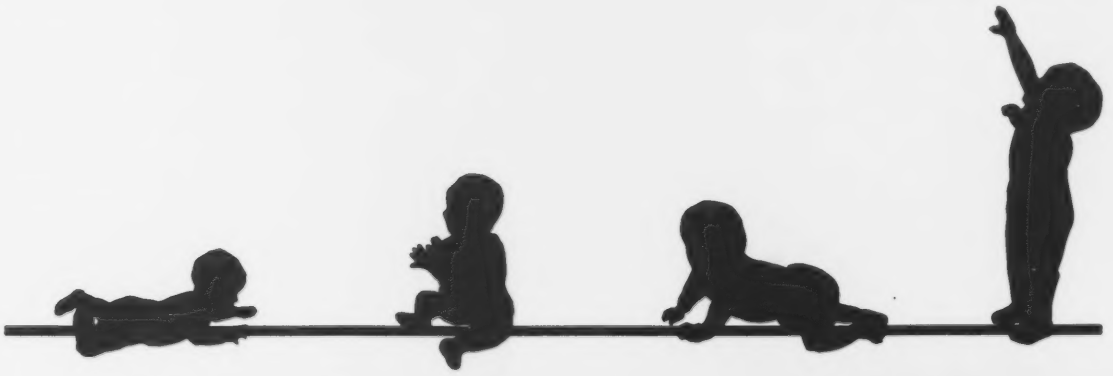

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Bill Honig, Superintendent of Public Instruction
Sacramento, 1988

the Program for infant toddler caregivers

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Infant/Toddler Caregiving : An Annotated Guide to Media Training Materials

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Alice S. Honig and Donna Sasse Wittmer reviewed and wrote the annotations for *Infant/Toddler Caregiving: An Annotated Guide to Media Training Materials*. Peter L. Mangione, Associate Research Scientist, Center for Child and Family Studies, Far West Laboratory for Educational Research and Development, served as a consultant during the production of this publication.

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PREFACE

This document is part of a concerted effort by the California State Department of Education's Child Development Division and the Far West Laboratory (FWL) for Educational Research and Development's Center for Child and Family Studies in collaboration with many organizations and institutions throughout the nation to upgrade the quality of care provided to children under age three. This *Annotated Guide* represents the first attempt to survey and record all the videos, films, filmstrips, slide cassette programs, and audio programs currently available that were developed to train caregivers of children under age three. The reviews were completed in 1986.

Selected to develop this document were Alice S. Honig and Donna S. Wittmer, two experts in infant care and known for their bibliographic work for the Educational Resources Information Center (ERIC). They developed an annotated bibliography of printed training materials for caregivers of infants and toddlers. Because the rental or purchase of videos and filmstrip material is often quite expensive, the authors were asked to write extensive annotations of the materials they reviewed and to comment on the materials' usefulness to various audiences. This technique was used so that the reader could make an informed decision about appropriate use of a particular video or filmstrip before an actual viewing. Alice Honig and Donna Wittmer have accomplished this work successfully and in so doing have made an invaluable contribution to the child care profession and specifically to those responsible for selecting training materials for caregivers of infants and toddlers.

Of course this *Annotated Guide* does not include information on all media materials currently available. A list of all materials viewed during the preparation of this document can be found on page 72. The materials selected for annotation from that list have been judged by the reviewers to have content worthy of your attention. At present, the plan is to update the *Annotated Guide* every two years so that quality materials missed by the first review process and newly created materials will appear in the guide. These revisions will be made available as they are produced.

Special thanks go to Peter L. Mangione, Associate Research Scientist, Center for Child and Family Studies, Far West Laboratory for Educational Research and Development, for his extensive contributions toward the development of this publication. Any information about media materials, including audio materials, that you feel should be included in future annotated guides would be appreciated. That information should be sent to the Information Director, Far West Laboratory Center for Child and Family Studies, 1855 Folsom St., San Francisco, CA 94103.

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THE SYSTEM OF ANNOTATION

The annotated selections in this guide are entered alphabetically. Above each title a symbol identifies the type of media for each entry:

Audio cassette

Film

Filmstrip

Slide show

Video

Following the title, key identifiers (such as Anger, Feeding, and Language Development) help define the entry in terms of specific topics for caregivers. Whatever a film or video's particular focus may be, the material typically provides useful information on several related aspects of infant and toddler care. Thus, for example, the film *Amazing Newborn* is given ten key identifiers, including Behavioral States of the Infant, Crying, Individual Differences, Physical Development, and Temperament. (The identifiers used in the guide are listed on pages 80 and 81.)

A detailed description of the media entry appears next, giving the potential viewer a clear idea of the content and the method of conveying the main ideas. This brief discussion is followed by the reviewers' rating of the entry's audiovisual quality and content. *Audiovisual quality*, which is rated good or poor, refers to the film's technical quality, the color, sound, smoothness, graininess, and so forth, and to the effectiveness of the pictures in portraying the message intended by the film. The content of each entry is rated according to four categories of quality:

The content is accurate, and the material is comprehensible to the intended audience. Coverage of the topic is thorough. The material inspires and motivates the audience to interact positively with young children.	Excellent ◆◆◆◆
The content is mostly accurate, and most of the material is comprehensible to the intended audience. Coverage of the topic is fairly thorough. The material inspires and motivates the audience to interact positively with young children.	Good ◆◆◆
The content has errors, the material is not very comprehensible to the intended audience, the coverage is not thorough enough, or the film provides negative models for caregivers. However, the film may be worth watching with a trainer who can correct errors, fill in gaps in knowledge, help interpret the film, or provide positive examples for caregivers.	Fair ◆◆
The content includes many errors, the coverage of the topic is insufficient, the material is not comprehensible, or the film provides many negative examples for caregivers. The film does not have enough redeeming qualities to warrant use of the film for training caregivers of infants and toddlers.	Poor ◆

In addition, appropriate audiences are specified (for example, caregivers, parents). Other pertinent user information is given: the address or telephone number to obtain the media item; the production date, the length, format, and price; and whether a guide or booklet is provided. The information for the source and price was current when this document was developed in 1986.

An Absolute Beginner's Guide to the Autoharp

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆ This video shows caregivers how to play the autoharp by themselves. The video would also be good to use in a group situation so that trainees can get feedback from a teacher and others in the group. To follow the tape, one needs an autoharp and a pitch pipe. A review of this video is included in this guide because the autoharp is one of the best instruments for caregivers of infants and toddlers to play. It is easy to learn, portable, and plays beautiful music. *Purchase:* Video (VHS, Beta, 3/4" U-matic) - $195 *Rental*: $39 (for one week) *Language*: English *Guide*: *Chords and Starts for Guitar and Autoharp: A Collection of Children's Songs* is available from Gryphon House.

Description:
An advertisement from Gryphon House states that the autoharp is one of the easiest musical instruments to learn. Almost anyone can learn to play it beautifully in a couple of hours. It produces beautiful accompaniment to children's singing, or it can provide relaxing music at naptime. This video will show a person with no experience how to play, tune, and care for an autoharp.

Source: Gryphon House, 3706 Otis St., P.O. Box 275, Mt. Rainier, MD 20712
Telephone: 1-800-638-0928

Length: 30 minutes, Color

Key Identifiers:
Music/Singing
Competence (Building Children's)

Audience:
Caregivers
Parents

Amazing Newborn

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆ This video helps caregivers of very young babies understand the competencies and needs of an infant. Caregivers interact differently with a two- or three-month-old infant if they know that the baby has visual and auditory skills as well as the capability to give cues for his or her needs. Babies come into the world ready to respond to the human voice, as this film beautifully shows. When adults know this fact, they, hopefully, will talk more to a very young infant. Awareness of infants' states can be helpful so that adults do not overstimulate a baby. The quiet alert state is one in which the baby can attend more easily to the adult. Trainers can discuss how older infants may be using the same skills and yet may be different (more skilled) than newborns. *Purchase:* Video and 16mm Film - $425 *Rental*: $45 *Language:* English *Guide*: No guide is provided.

Description:
Too often infants have been perceived as helpless, unseeing, and unhearing. This film portrays the remarkable degree of behavioral development already present in the newborn. This development makes the infant responsive, allowing it to interact and to provide information to help caregivers learn the specific needs and patterns of each child.

Amazing Newborn demonstrates states of awareness common to all infants. By paying attention to the child's behavior, caregivers can learn to recognize not only when the child is alert and responsive but also each child's individuality.

Key Identifiers:
Behavioral States of the Infant
Caregiver/Child Relationship
Cognitive/Intellectual Development
Crying
Individual Differences
Language Development (Communication—Crying)

The film presents three normal infants from one to seven days old who are shown reacting to visual, tactile, and auditory stimuli. The abilities of infants to fixate on objects, have visual preferences, turn their heads in response to spoken words, mimic others, and move their bodies in the rhythm of voices are illustrated.

Six different organized patterns of behavior are identified, including the quiet alert state and the crying state. The quiet alert state is immensely important and similar to conscious attention in the adult. This state allows the baby to discriminate selectively and adapt to the environment. In the crying state the infant's eyes may be open or tightly closed, and the face is contorted and red. This pattern and vigorous motor activity reduce the newborn's ability to become attentive. The film shows an attentive state being induced in a crying baby boy by picking him up, soothing him, and putting him to the shoulder.

Source: Polymorph Films, Inc., 118 South St., Boston, MA 02111
Telephone: (617) 542-2004

Date: 1977 *Length:* 25 minutes, Color

Newborn
Physical Development (Sensory/Motor Development)
Temperament

Audience:
Advanced Students
Caregivers
Parents

Babies and Their Parents: An Overview of Our Approach

Reviewers' Opinions: *Audiovisual Quality:* Poor ◆ *Content:* Good ◆ ◆ ◆ This film would be good to use to spark discussion about the purpose of home visits and techniques that encourage parents to interact positively with their babies. Emphasis is placed on providing materials for the baby and then responding to the baby's initiatives. *Purchase:* 16mm Film - $215 *Rental:* $20 *Language:* English *Guide*: None

Description:
The film includes a three-part introduction to the High/Scope approach to parent-infant education. Practical examples and everyday language are used to demonstrate the goals, attitudes, and assumptions underlying the program. Three basic topics are covered: infants as active learners, skills and stages in infancy, and ways adults can support early learning.

Although this film is in black and white, the quality of the content is readily apparent. Unrehearsed home-visit sessions with home visitors and parents are shown. Home visitors interact with the baby and the mother together around play materials. The home visitor's role is to interpret the baby's behavior to the mother, encourage her to observe her baby's behavior, and model positive and responsive language. The home visitor and parents are seen enjoying the baby's exploration of homemade or simple toys. Parents are helped to see that they are the important teachers of young children.

Source: High/Scope Press, 600 North River, Ypsilanti, MI 48198; *Telephone:* (313) 485-2000

Dates: 1971–1973 *Length:* 20 minutes, Black and white

Key Identifiers:
Caregiver/Parent Relationship
Competence (Building Children's)
Growth and Development
Learning Process
Model Programs

Audience:
Home Visitors
Parent Educators
Trainers

Babies Are People, Too

Reviewers' Opinions: *Audiovisual Quality:* Excellent ◆◆◆◆ *Content:* Excellent ◆◆◆◆ The material is good for child care providers and for young parents. *Purchase:* Video (1/2" or 3/4"; Beta or VHS) - $345;16 mm Film - $495 *Rental*: $50 *Language:* English *Guide*: A short study guide includes a summary of the film plus objectives and discussion questions for the whole film and each subsection, which covers children aged six to twelve months, twelve months to two years, and two years old.

Description:

The film *Babies Are People, Too* focuses on the relationship between young mothers and their children during the first two years of life. The difficulties of coping simultaneously with being an adolescent and parent are addressed. A racially balanced group of teen mothers are shown with their babies in infancy, at six months, one year, and two years of age. Each segment is designed so that it may be shown separately. Theoretical concepts (e.g., bonding, attachment behaviors, separation/individuation, and autonomous/oppositional behaviors) are presented in language that is easily understood.

Babies Are People, Too was developed to impress on young mothers that they make a difference to their babies. Babies learn to feel good about themselves and their world by knowing that their mother responds positively toward them. This attitude is conveyed through the mother's meeting both the physical and emotional needs of her child. The early transmission of love and security is the building block for the development of a healthy individual.

The film is about teenage mothers who take their babies to a teen center and learn how to care for them. The message is emphasized that love between a mother and baby is fostered by the mother's talking with, cuddling, and holding her baby. Responding to a baby's cries in the middle of the night is shown as a way to help an infant feel better. "You can't spoil a little baby" and "being held is a real need" are emphasized in the film.

The film gives the strong message that hitting and shaking a baby (taking frustrations out on him or her) may damage the infant. Thus, it could be called an antiabuse film.

A scene illustrating inappropriate behavior shows a mother not giving a toddler enough time to get used to the transition of cleaning up and leaving a child care center to go home. The angry resistance of the child is her way of expressing how she hates to be rushed and pushed around. Parents need to think of how the child feels. A scene then shows how a mother first takes an interest in the child's activity, allows the child to choose materials for cleanup, and helps her child clean up. Thus, this film shows positive discipline techniques to make a smooth transition to leaving a child care center at the end of the day.

Source: Churchill Films, 662 North Robertson Blvd., Los Angeles, CA 90069-9990; *Telephone:* (213) 657-5110; (800) 334-7830

Date: 1985 *Length:* 27 minutes, Color

Key Identifiers:
Anger
Attachment
Autonomy
Caregiver/Child Relationship
Child Abuse Prevention
Competence (Building Children's)
Daily Routines
Discipline
Emotions
Learning Process
Mobile Infants (6–18 months)
Model Programs
Parents (Adolescents) (Concerns and Practices)
Separation
Social/Emotional Development (Anger) (Attachment) (Autonomy) (Emotions) (Separation)
Young Infants (birth to 9 months)

Audience:
Caregivers
Parents

Babies in Family Day Care

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆ This presentation is excellent for family day care providers. *Purchase:* Slides/Cassette - $42 *Rental*: $12 *Language:* English *Guide*: A discussion guide and the script are included.

Description:
The accompanying brochure states that *Babies in Family Day Care* explores the issues and major considerations in developing and enhancing out-of-home child care. The film describes successful caregiving environments for children from three months to five years old.

This film is intended to increase child care providers' awareness of the challenges and rewards of caring for very young children in their homes. The importance of flexible scheduling for individual children is stressed. The importance of providing close attention and affection for children is the theme of this film.

Snack times, outings to a playground, some children playing with Lincoln Logs® while the caregiver reads a story to others, flexible nap times, painting, playing with puppies, dressing up in dress-up clothes, and older children showing interest in a baby are shown. The caregiver skillfully demonstrates how to juggle several different activities at once as she meets the needs of children of different ages.

Equipment important for babies and safety issues are discussed. Helpful resources for family child care providers include:

- A closet of equipment that can be loaned
- Experienced volunteers
- Training sessions
- Gatherings of child care providers for informal sharing
- Visitors trained in child development who come regularly
- Community recognition

The ending of the film focuses on family child care providers talking about the rewards of caring for babies.

Source: Cornell University AV Center-C, 8 Research Park, Ithaca, NY 14850
Telephone: (607) 256-2091

Date: 1979 *Length:* 93 Slides, Color

Key Identifiers:
Caregiver/Child Relationship
Competence (Building Children's)
Environments for Infant/Toddler Care (Equipment)
Equipment for Infant/Toddler Care
Family Child Care
Learning Process
Model Programs
Program Management
Safety
Scheduling the Day

Audience:
Advanced Students
Family Child Caregivers
Parents

Babies Like Attention

Reviewers' Opinions: *Audiovisual Quality:* Poor ◆ *Content:* Good ◆ ◆ ◆ The home visitors are positive and focus their attention on the mothers and babies together. Parents are helped to become better observers of their infants and to learn optimal ways of facilitating their babies' development.
Purchase: 16mm Film - $140 *Rental:* $17 *Language:* English *Guide:* None

Description:
The accompanying brochure states that this film shows several clips from home visits to stimulate discussion of the use of praise and encouragement with infants. Included are the spontaneous reactions of a group of mothers who watched themselves on videotape interacting with their children.

Home visitors or parent educators can help mothers learn to respond positively to their infants. Mothers are taught to give support and encouragement, to help their babies before they become frustrated, to give positive attention, and to smile at them.

Home visitors are shown interacting with the baby and parent together around a simple or homemade toy. The home visitor points out how the baby lets the mother know that she or he needs attention. The importance of participating with the baby and the need to be alert to the baby's cues are emphasized.

Source: High/Scope Press, 600 North River St., Ypsilanti, MI 48198; *Telephone:* (313) 485-2000

Dates: 1971–1973 *Length:* 13 minutes, Black and white

Key Identifiers:
Caregiver/Parent Relationship
Communication
Language Development (Communication)

Audience:
Home Visitors
Parent Educators
Trainers

Bank Street's Family Day Care Cassettes: Health and Safety

Reviewers' Opinions: *Audio Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆
Purchase: Audiocassettes - $15 *Language:* English *Guide*: A 20-page booklet is provided.

Description:
First in a series of audiocassettes created especially for family child care providers and parents, this segment on health and safety is based on material recorded in the homes of family child care providers. This series, produced by Jan Miller and John Merrow, is divided into six segments: safety, healthy routines, sickness and emergencies, safe play indoors, safe play outdoors, and a special segment on kitchen and bathroom safety.

The content of the tapes is based on the Child Development Associate (CDA) national credentialing system. Sue Aronson, a practicing pediatrician and esteemed consultant on health, safety, and day care, states in her review of the tapes, "Although the intended audience is family child day care [providers], center caregivers will find much of the information useful also."

Source: Family Day Care Cassettes, Bank Street College, 610 West 112 St., New York, NY 10025; *Telephone:* (212) 663-7200

Date: 1986 *Length:* Six segments on three 30-minute audiocassettes

Key Identifiers:
Family Child Care
Health
Safety

Audience:
Caregivers
Parents

Brianna, A Two-Year-Old in a Group Setting

Reviewers' Opinions: *Audiovisual Quality:* Fair ◆ ◆ *Content:* Good ◆ ◆ ◆ The film does not show how caregivers can encourage prosocial development. More emphasis could have been placed on the language interactions. However, this film is good for demonstrating the importance of a responsive caregiver and environment. The film's content discourages rigid structuring of toddlers' days by moving children too quickly from one activity to another or requiring that they engage in all activities as a group. *Purchase:* Video - $150 *Rental:* $18 *Language:* English *Guide:* A short booklet provides discussion questions for which trainers will need to research possible answers.

Description:
The accompanying brochure states that this film shows interaction among children and between children and caregivers in a child care center. Aspects of an environment that meets the needs of the toddler are explored. Communication between parents and caregivers and between children and caregivers, pacing the day, children's aggression, and activities that support and encourage toddlers' development are covered.

The importance of working closely with parents to aid a child's smooth transition into day care is emphasized. Brianna is shown with her blanket comforting herself. The caregivers encourage but do not force a child to play. The importance of providing more than one of each toy is discussed, so that toddlers will not need to share.

The environment is set up with activity centers. The pacing of activities is relaxed. Structured teaching is emphasized as inappropriate. A child is shown learning while wandering, playing, or sitting and watching others.

Encouraging language development through informal contacts with other children is mentioned. At the beginning of lunchtime, teachers do fingerplay with the children. Cleanup is shown as an important part of the learning experience.

Source: Cornell University AV Center-C, 8 Research Park, Ithaca, NY 14850
Telephone: (607) 256-2091

Date: 1980 *Length:* 15 minutes, Color

Key Identifiers:
Activities
Activity Centers
Body Functioning (Self-comforting)
Caregiver/Child Relationship
Caregiver/Parent Relationship
Competence (Building Children's)
Environments for Infant/Toddler Care
Materials
Model Programs
Parents (Caregiver/Parent Relationship)
Scheduling the Day
Self-comforting
Toddlers (16–36 months)

Audience:
Caregivers
Parents

Caring for Infants and Toddlers

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Good ◆ ◆ ◆ This video could be used as an introduction for those in training to care for infants and toddlers. Issues are discussed that can help caregivers to provide quality care. *Purchase:* Video (1/2" or 3/4") - $39 *Language:* English *Guide*: None

Description
Bettye Caldwell answers questions about how the unique needs of infants and toddlers can be met in child care. Developmentally appropriate practices are discussed. She is a knowledgeable, inspiring pioneer in the field.

Source: National Association for the Education of Young Children, (NAEYC), 1834 Connecticut Ave., N.W., Washington, DC 20009-5786
Telephone: (202) 232-8777

Date: 1985 *Length:* 17 minutes, Color

Key Identifiers:
Model Programs
Toddlers (16–36 months)
Young Infants (birth to 9 months)

Audience:
Caregivers

The Child

This series consists of four programs:

1 • ***The Child: Part 1, First Two Months***
2 • ***The Child: Part 2, Two to Fourteen Months***
3 • ***The Child: Part 3, Twelve to Twenty-four Months***
4 • ***The Child: Part 4, Three- to Four-Year-Olds***

The fourth program in *The Child* series is the only one reviewed in this publication.

The Child: Part 4, Three- to Four-Year-Olds

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Good ◆ ◆ ◆ This lovely, spontaneous, low-key film on older toddlers' growth should be good for parents and caregivers. A trainer could spark good discussions with this film. *Purchase:* 16mm Film - $485; Video - $370 Free preview *Language:* English *Guide*: A two-page guide provides objectives, a summary, questions to ask before and after viewing, and a short bibliography.

Description:
The objectives of the film, as stated in the accompanying guide, are:

- To observe the behavior, language, and abilities of three-year-old children
- To show normal children in natural situations: eating, dressing, playing, interacting with adults and other children
- To make the viewer aware of the ways in which children of this age learn
- To increase the viewer's understanding of the normal growth and development of children between the ages of three and four

Key Identifiers:
Competence (Building Children's)
Growth and Development
Parents (Concerns and Practices)
Play
Toddlers (16–36 months)

A two- to three-year-old toddler is shown mastering several skills: learning nursery rhymes, hitting a ball with a large bat, learning to cut with scissors, dressing herself, trying to solve puzzles, sorting color cards, and so forth. Three-year-olds use a lot of self-talk while trying new skills. A shopping trip with the father of a toddler shows how much a three-year-old can learn and understand during supermarket shopping. During a family hamburger meal, the conversation can include toddlers and stretch their abilities to remember. Scenes of three-year-olds playing with a magnet show how these children make hypotheses and test them (for example, Will the magnet work if the screws are covered with a paper and the magnet is placed on top?). An episode during a meal shows how calm and accepting a caregiver can be in feeding infants and toddlers. The scene also shows that a child's professed full tummy sometimes disappears quickly if ice cream is offered.

Three-year-olds can run, jump, enjoy play with peers, ride a tricycle, and climb a geodesic dome (this activity is hard to do unless two hands are used). Play with playdough is shown. A child's first day in a play group and the uncertainty over the strange environment are pictured.

Source: CRM Films, 2233 Faraday Ave., Suite F, Carlsbad, CA 92008; *Telephone:* (619) 431-9800; (800) 421-0833

Date: 1977 *Length:* 28 minutes, Color

Audience:
Advanced Students
Caregivers
Parents

Child's Play

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆ The second half of this film concentrates more on preschool-age children, but the first half provides a good introduction to the categories, content, and uses of play from infancy onward. This film would be excellent for family child care providers or center care providers who work with multiage groups. *Purchase:* Video - $280; 16 mm Film - $370 Free preview *Languages:* English and Spanish (The Spanish version is not available for preview or rental.) *Guide*: A booklet on children's stages of play accompanies the film.

Description:
According to a catalog describing this film, play is the prime instrument in developing a child's personality and in creating a sound, well-adjusted individual. This film shows how mental, social, emotional, and physical growth are linked to a child's form of play and how these forms change as the child grows older.

The importance of play, a freely chosen activity, as an instrument for growth for a sound, well-balanced child is emphasized by illustrations of different kinds of play, such as solitary play in infants. Social opportunities for play are important as the child learns social skills and rules about sharing.

The film describes play as a major means of exploring one's own dexterity, coordination, and self-image, as well as the environment, and of working out strong feelings through fantasy play. Concentration, the ability to follow directions, and problem-solving attitudes are learned through play.

Key Identifiers:
Competence (Building Children's)
Play
Prosocial Development
Social/Emotional Development (Prosocial Development)
Prosocial Development

Audience:
Advanced Students
Caregivers
Parents

Adults are urged to become involved in a young child's play by giving their attention as needed. Sand play is shown.

Source: McGraw-Hill Training Systems, P.O. Box 641, Del Mar, CA 92041
Telephone: (619) 453-5000

Date: 1978 *Length:* 20 minutes, Color

Come In and Play (Found and Scrounged Environments for Children)

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆ These slides show caregivers how to set up activity centers with inexpensive materials that can enhance children's play and learning. *Purchase:* Slides/Cassette - $30 *Rental:* $12 *Language:* English *Guide:* The script and a small poster are available.

Description:
These slides show how a parent or caregiver can create a portable, inexpensive, easy-to-make environment for children playing indoors. The play environment shown is for two- to three-year olds.

A well-designed indoor play environment can make the children's world a good place to learn and grow. Blocks can be provided for construction and a suitcase of clothes made available for dramatic play. Ideas are given for providing inexpensive materials for the following learning areas: language development, reading, music, art, active play, and small muscle and gross motor development. Low couches and pillows are shown to create a quiet comfortable place for reading to children and talking quietly. Baskets of books are transportable to different activity centers in the room.

Materials for musical activities include improvised homemade instruments. A pounding board with nails, puzzles, and play with clay are shown for increasing small muscle development, autonomy, and competence. Paper tearing, gluing, and scissor work foster creativity and motor development. The program does not contain a discussion of a schedule for the day. See Jenny Birckmayer's *A Day in Day Care*. Ithaca, N.Y.: Cooperative Extension, Cornell University, n.d.

Source: Cornell University AV Center-C, 8 Research Park, Ithaca, NY 14850
Telephone: (607) 256-2091

Date: 1981 *Length:* 77 slides, Color

Key Identifiers:
Activity Centers
Competence (Building Children's)
Environments for Infant/Toddler Care
Environments for Infant/Toddler Care (Activity Centers)
Materials
Music/Singing
Physical Development (Small Motor)
Singing
Toddlers (16–36 months)
Toys

Audience:
Caregivers
Inexperienced Trainers
Parents

Day Care: A Comprehensive Look—Infants and Toddlers

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆
Highly recommended for training child care staff *Purchase:* $295 for the series of 12 Filmstrips/Cassettes, $30 per Filmstrip/Cassette *Rental*: $20 a week for each Filmstrip/Cassette
Language: English *Guide*: A small booklet provides an introduction, a guide for discussion, and the script for each filmstrip in the series.

Description:
The script for the first slide states, "Any program designed to serve infants and toddlers must be concerned with a child's total development." These slides stress providing responsive, tender, individualized care for infants and toddlers. An infant's or toddler's need for continuity of care provided by loving caregivers is emphasized. Children learn that their world is a good place as they are fed, diapered, and put to rest. Crying is discussed as the way a baby lets an adult know that she or he is uncomfortable or dissatisfied.

Involvement of parents is recommended. They will feel comfortable with the center through daily contact with caregivers and regular parent meetings.

Play interactions between young children and caregivers are shown. Specific toys that help children learn through active play are presented, and the positive contributions of these toys to children's development are stressed. According to the script for slides 45 through 49, "Toys should be of the type that children can manipulate by themselves such as stacking toys, balls, and squeeze toys. A child is able to see the result of his actions as he pounds the pegs in a board or turns the box around and around, examining it from many angles."

Daily routines have the potential to be valuable learning experiences. Approximately ten slides in the program emphasize how feeding time can be one of the most enjoyable experiences of the day for both child and caregiver.

The text for frame 83 states, "A good infant-toddler room is a learning center."

Source: Campus Film Distributors Corporation, 24 Depot Sq., Tuckahoe, NY 10707; *Telephone:* (914) 961-1900

Date: 1979 *Length:* Not applicable, Color

Key Identifiers:
Activities
Body Functioning (Eating/Feeding)
Caregiver/Child Relationship
Crying
Competence (Building Children's)
Daily Routines
Eating/Feeding
Environments for Infant/Toddler Care
Feeding
Language Development (Communication—Crying)
Learning Process
Model Programs
Play
Toys

Audience:
Educators
Parents

Day Care for a Kibbutz Toddler

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆ The skills, understanding, and competence of the *metapelets* (caregivers) are a fine example for caregivers in a group care setting. They appreciate the special individuals that toddlers are and meet their unique needs as these children struggle toward independence while still needing protection and nurturing care. The careful attention given to tempos and styles of toddlers is a strength of the caregivers portrayed in this film. *Purchase:* 16mm Film - $295 *Rental:* $30 *Language:* English *Guide:* None

Description:
The daily routines and lives of toddlers in a kibbutz, a communal agricultural community in Israel, are portrayed in leisurely scenes, beginning with morning greetings as a mother brings her toddler to the toddler house. The child care provider, called the *metapelet*, greets the mother and child in a calm, friendly way. The caregiver is attuned to her charges. Toddlers are never rushed. Their short attention spans are accommodated, and their messy eating ways are easily accepted. Adults enhance the pleasure of group meals rather than nag or disapprove of messy self-feedings. Children's bath times are used to provide rich interchanges between the adult and toddler. The metapelet skillfully uses her body to read to several toddlers at a time, to get a ball-rolling game going, or to keep children interested in learning in their environment. The metapelet knows when to intervene and when to allow the toddler small victories, such as going down a step to get to the sandbox. The attunement to the need of toddlers to try things on their own and yet be kept safe in a loving environment is beautifully portrayed.

Source: Campus Film Distributors Corp., 24 Depot Sq., Tuckahoe, NY 10707
Telephone: (914) 961-1900

Length: 28 minutes Color

Key Identifiers:
Autonomy
Body Functioning
Body Functioning (Eating/ Feeding)
Caregiver/Child Relationship
Center Child Care
Competence (Building Children's)
Daily Routines
Eating/Feeding
Feeding
Learning Process
Social Emotional Development (Autonomy)
Toddlers (16–36 months)

Audience:
Advanced Students
Caregivers
Parents

Day to Day with Your Child

This series consists of five programs:

1 • ***The First Three Months***
2 • ***The Infant's Communication***
3 • ***Communicating with the Toddler and Preschooler***
4 • ***Common Problems***
5 • ***Discipline—What Is It?***

Five filmstrips or filmstrip on video *Purchase:* $145.94 Free preview *Language:* English *Guide:* A discussion guide presents the purpose of the program, suggested ways to use this program, suggested questions for discussion for each separate filmstrip, resources, and suggested references.

Source: Guidance Associates, Communications Park, Box 3000, Mount Kisco, NY 10549; *Telephone:* (914) 666-4100; (800) 431-1242

Date: 1977 *Length:* 34 minutes total, Color

Audience:
Advanced Students
Caregivers
Parents

Program 1 in the series *Day to Day with Your Child*

The First Three Months

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆ Viewing this filmstrip is a must for new parents and caregivers of very young infants.

Description:
Caregivers are advised to observe the baby to understand and anticipate the child's needs. Parents and caregivers need to match their routines to the baby's sleeping and feeding needs. Each infant has unique rhythms and cycles. A sense of order for a baby comes from learning that when hungry, baby will be fed; and when wet, baby will be changed.

Caregivers need to learn to respond to a baby's cries. The infant experiences security, comfort, and warmth as caregivers respond. The film stresses that caregivers cannot spoil a little baby and that they should determine, if they can, what is bothering a baby. Caregivers are advised to rock, walk, or softly sing to soothe a baby. The point is made that some babies are not comforted easily. A baby should not be left to "cry it out." If the caregiver is feeling angry at a baby, the filmstrip recommends trying to find someone who can step in and try to comfort the infant.

Key Identifiers:
Caregiver/Child Relationship
Crying
Language Development (Communication—Crying)
Temperament
Young Infants (birth to 9 months)

Program 2 in the series *Day to Day with Your Child*

The Infant's Communication

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆

Description:
Crying is a good way for a baby to get the caregiver's attention and comfort. Caregivers can learn to recognize cries of fear, hunger, and discomfort. Feeding, dressing, and diapering are discussed as good times to talk with babies and comment on what they are doing, "Here's some more banana. Isn't it good!" Excellent pictures are shown of caregivers talking to a baby face to face.

Stranger anxiety is discussed. Babies who show fear of strangers are indicating that they understand their world and who their important people are. Parents are advised not to be ashamed if their child shows fear of strangers. The child should be given time to learn about other caregivers. Parents should never try to sneak off without saying good-bye to their child.

It is important to learn a baby's signals and to respond so that an infant can develop trust and become self-reliant.

Key Identifiers:
Caregiver/Child Relationship
Crying
Language Development (Communication—Crying)
Separation
Social/Emotional Development (Separation)
Stranger Anxiety
Young Infants (birth to 9 months)

Program 3 in the series *Day to Day with Your Child*

Communicating with the Toddler and Preschooler

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆

Description:
As children grow and learn, they communicate more effectively using both verbal and body language. The film stresses that parents should develop better communication skills with their children to enjoy many exciting and meaningful experiences with them.

The script contains a discussion of how a toddler's feelings and fears may rise to the surface quickly and how parents and caregivers need to accept children's feelings, even though they don't understand them. Children have difficulty telling the difference between reality and make-believe. Pushing or forcing children to do something they are afraid of may create even greater fears. Calling a youngster a chicken or a baby may hurt the child's pride and self-concept. Attempts to brush away the fears a child has may discourage him or her from talking about feelings and thoughts.

Different types of children's fears are discussed. Children may be afraid that they will go down the bathtub drain or fall into the toilet and be flushed away. Many children also fear the dark. Children's fear of death is explained. Caregivers are advised to answer children's questions honestly.

Communicating with young children includes playing with them. Various types of hide-and-seek games—with hidden objects or faces, or even hidden people—help the child to learn that people and objects still exist when they are out of sight. These games help the child not to be afraid of short separations, since the parent always comes back. The child learns that the world is somewhat predictable, and this knowledge is soothing.

Two-way communication between caregiver and child in play and in other activities is a strong foundation for personality development.

Key Identifiers:
Caregiver/Child Relationship
Communication
Fears
Language Development (Communication)
Social/Emotional Development (Fears)
Toddlers(16–36 months)

Program 4 in the series *Day to Day with Your Child*

Common Problems

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆

Description:
Difficulties that caregivers may have with children's sleeping and napping are discussed. Ideas are suggested for helping make nap and sleep times pleasant hours rather than unhappy ones. Masturbation is discussed as a worry for many parents. Most children explore their sexual organs, just as they explore all parts of their bodies. Advice for caregivers includes that they look at such play as they would look at the child's exploration of the toes or ears.

Thumb-sucking can also be a problem. Fussing at a child or calling a youngster a baby because of it will only increase the problem. The script advises substituting other things for the child to do with his or her hands.

Key Identifiers
Body Functioning
Body Functioning (Masturbation) (Self-comforting) (Thumb-sucking)
Caregiver/Child Relationship
Discipline (Behavior Problems) (Positive Techniques)
Masturbation
Self-comforting
Sexuality
Tantrums
Thumb-sucking

Temper tantrums often embarrass parents. Page four of the accompanying guidebook states, "Don't try to reason with your child while the youngster is screaming, and don't use force or physical punishment, as these [approaches] will only increase the child's anger. Remove the youngster to a quiet place if possible." Rules to handle temper tantrums include the four Rs: (1) remove the child from the source of frustration (such as a long shopping trip); (2) reinforce and praise a child for acceptable behavior; (3) reason with the child—discuss that it is all right to have angry feelings, but it is wrong to hurt others; and (4) retire. The adult may need to be apart from the child for a little while. The child may go to a separate room; or if another adult is available, the adult involved in the conflict may decide to take a break.

Page seven of the guidebook states, "When problems arise, parents should let their children know that even if their [the children's] behavior is unacceptable, they are loved and accepted. If problems are handled in an atmosphere of love and trust, the understanding between parent and child will grow stronger."

Program 5 in the series *Day to Day with Your Child*

Discipline—What Is It?

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ Contents: Excellent ◆ ◆ ◆ ◆

Description:
Page one of the guidebook to this filmstrip states, "Good discipline is a partnership between children and the adults in their lives. It is not the same as punishment. Rather, it is the way in which youngsters learn self-control and responsibility for their behavior. As a result of good discipline, children learn that they can handle themselves and get along with others."

Key Identifiers:
Discipline (Positive Techniques)
Social/Emotional Development (Self-control)

Techniques recommended are (1) focusing on a child's acceptable behavior; (2) reasoning with the child; (3) being patient and understanding, yet firm; (4) arranging the child's environment so that breakable, dangerous, or valuable objects are out of reach; (5) removing a child from the activity if he or she repeatedly does something unacceptable; (6) substituting positive activities for unacceptable ones; (7) holding the child's hand or body firmly while explaining what you want him or her to do; and (8) modeling the kind of behavior you expect from children. Punishment should be determined by the age and action of the child.

The script points out that extreme strictness may cause a youngster to behave in a certain way, but this approach will not help the child to develop self-control. Children whose parents make many demands on them and who punish them severely for misbehavior learn to be obedient out of fear. This method is not healthy for children, as they learn to depend on powerful adults to tell them what to do. When children understand why they are to do or not to do something, then they can learn to be self-controlled.

Development of Infant Feeding Skills

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆ *Purchase:* Video (1/2" or 3/4"; Beta or VHS) - $310; 16 mm Film - $440 *Language:* English *Guide*: A leader's guide presents a summary and objectives for discussion before and after the audience views the film.

Description:
This videotape is identical to that of *Feeding Skills: Your Baby's Early Years*, but it has a different sound track for an academic audience, emphasizing normal feeding patterns and explaining stages of development.

Source: Churchill Films, 662 N. Robertson Blvd., Los Angeles, CA 90069-9990
Telephone: (213) 657-5110; (800) 334-7830

Note: See *Feeding Skills: Your Baby's Early Years*

Date: 1981 *Length:* 24 1/2 minutes, Color

Key Identifiers:
Body Functioning
Body Functioning (Eating/ Feeding)
Caregiver/Child Relationship
Eating/Feeding
Feeding
Parents (Concerns and Practices)
Young Infants (birth to 9 months)

Audience:
Advanced Students

Ego Development: The Core of a Healthy Personality

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆ This film is highly recommended for caregivers. The help of a trainer may be needed to provide more in-depth understanding of the struggles that an infant and toddler go through in developing a sense of positive outcomes from the nuclear conflicts. A trainer could also be useful in leading a discussion based on the film to talk about how caregivers can facilitate positive resolution of Eriksonian nuclear conflicts in children. *Purchase:* Video - $250; 16 mm Film - $300 *Rental*: $40 *Language:* English *Guide*: None

Description:
This film, which is narrated by Bettye Caldwell, illustrates the development of personality in the first five years of life. She describes the first "nuclear conflicts," defined by Erik Erikson, that a young child experiences between the development of trust versus mistrust; the development of a sturdy sense of autonomy versus a gnawing or resentful sense of shame or doubt about one's abilities, body, or wishes; and the development of initiative (which may be hard on an adult's sense of orderliness in the care environment) versus a sense of guilt at carrying out one's own creative ideas.

The film incorporates whimsical animation and live action shots from infant and child care centers. Specific suggestions are offered, based on the model developed by Erik Erikson, to enhance emotional well-being while helping the infant and toddler deal with aggressive behavior, toilet learning, and the development of sexual identity.

Source: Davidson Films, Inc., 850 O'Neill Ave., Belmont, CA 94002; *Telephone:* (415) 591-8319

Length: 20 minutes, Color

Key Identifiers:
Caregiver/Child Relationship
Erikson
Social/Emotional Development (Stages)
Theories (Erikson)

Audience:
Advanced Students
Caregivers
Parents

Exploring New Feelings

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Good ◆ ◆ ◆
This film is excellent for helping caregivers to understand the emotional development of young children and to learn the importance of responding sensitively to young children's needs.
Purchase: Video - $40 *Language:* English *Guide*: None

Description:
Emotional development in children's first five years of life is explored. Examples are shown of parents and child care providers demonstrating positive interactions between adult and child with infants, toddlers, or preschoolers.

Source: National Institute of Mental Health, 5600 Fishers Lane, Rockville, MD 20857

Date: 1985 *Length:* 32 minutes, Color

Key Identifiers:
Caregiver/Child Relationship
Emotions
Parents (Concerns and Practices)
Social/Emotional Development (Activities to Encourage) (Emotions) (Problems)
Toddlers(16–36 months)

Audience:
Advanced Students
Caregivers
Parents

Feeding Skills: Your Baby's Early Years

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆ Caregivers and parents are helped to understand progress from early sucking to later self-feeding. This film will help caregivers be more sensitive to a baby's needs and stages of development in the process of eating. *Purchase:* Video (1/2" or 3/4"; Beta or VHS) - $310; 16 mm Film - $445 *Rental*: $40
Languages: English and Spanish *Guide*: A one-page guide in English provides a summary of the film and its objectives and contains ideas for discussion before and after the film has been shown.

Description:
The leader's guide to the film states that a variety of babies and young children are shown, ranging in age from two weeks to two years. The changes in feeding patterns at different periods of children's development are followed. The film explains how and why babies feed as they do during the first months; the developments that must occur before infants can begin consuming solid foods; and, still later, the developments necessary before children can feed themselves. Information is provided on helping the child to acquire eating skills, on preparing food, on understanding nutrition, and on recognizing normal development.

The mastering of complicated skills of self-feeding is illustrated from earliest reflex (turning to the breast). What happens at feeding time is discussed as important for the baby's development of trust. Holding bottle-fed babies in warm

Key Identifiers:
Body Functioning
Body Functioning (Eating/Feeding)
Caregiver/Child Relationship
Eating/Feeding
Feeding
Parents (Concerns and Practices)
Young Infants (birth to 9 months)

Audience:
Caregivers
Parents

and secure arms promotes trust. Breast milk is described as providing everything a baby needs, both physically and emotionally. Breast feeding requires hard sucking, an activity which is good for the jaws of the baby.

Transitions to spoon-feeding are difficult because of the suck/swallow reflex. A baby is ready for spoon-feeding when the tongue no longer thrusts food out (around six months of age). True chewing is not yet possible because the bite (up and down) reflex has not developed.

Home preparation of baby food can be more nutritious and economical. Introducing one new food per week allows the adult to watch for allergic reactions. The film emphasizes that no salt or sugar should be added to the baby's food.

Fingerfeeding at six months requires large, easy-to-grasp pieces of food such as cooked carrot since hand-grasp skills are still not well developed.

The bite reflex is coming under control by the time a child is nine months old. Babies by this age often explore food with their hands and often want to take the spoon. The lips of a baby cannot yet form a tight seal on a cup, but the baby can hold its own bottle.

By the time a child is one year old, three meals per day plus nutritious snacks are fine. A baby's lips can form a tight seal over the cup, but spills will occur. Babies often resist if forced to eat and may become problem eaters. Infants need the caregiver's patience and acceptance when their appetites slacken in the second year.

It doesn't matter which hand the baby uses. Fingerfeeding allows grasp practice and better eye-hand coordination. Mealtimes are bound to be messy as a baby experiments. At twenty months of age, an infant's coordination may still be difficult and fingerfeeding preferred. Children should be allowed to explore by trial and error.

Source: Churchill Films, 662 North Robertson Blvd., Los Angeles, CA 90069-9990; *Telephone:* (213) 657-5110; (800) 334-7830

Note: A film titled *Development of Infant Feeding Skills*, which covers the same subject matter, is available for academic audiences. It is visually identical, but it has a sound track with more advanced vocabulary and greater development of concepts.

Date: 1981 *Length:* 24 1/2 minutes, Color

First Moves: Welcoming a Child to a New Caregiving Setting

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆ Good presentation of highly useful information for caregivers is provided. The taped sequences, richly balanced across age, gender, and ethnicity, give clear demonstrations of practical steps caregivers can take to help children grow comfortable in a new setting, making parent-child separations much easier for everyone. *Purchase:* Video - $65 *Languages:* Chinese, English, and Spanish *Guide*: A booklet *First Moves: A Guide to the Video* reviews the major concepts illustrated in the video and expands on other important points covered briefly by the visual presentation.The guide is available in English only.

Description:

This video, the first in a projected series called *Child Care Video Magazine*, presents practical techniques caregivers can use to introduce young children to a new care setting and ease often difficult separations between the parent and child. In studying child care programs around the country, J. Ronald Lally and his associates found that the transition from parent to new caregiver goes much more smoothly when the caregiver: (1) keeps an initial distance from the child, ensuring enough space for the child to size things up; (2) makes contact indirectly through some interesting object; and (3) allows time for the transition to occur.

These key concepts are illustrated through a variety of taped sequences in a center and a family care home, showing how caregivers go about gradually establishing relationships with children, ranging in age from six months to two and one-half years. In actual separation sequences caregivers first demonstrate how to leave a new child a buffer of space, a cushion of safety that allows taking stock of the new environment. Caregivers create this psychological distance by placing a temporary barrier between themselves and the child: a game, a bowl of blocks, a table, or even a parent.

Next, different caregivers illustrate the value of indirect contact in developing a sense of trust with the child. Instead of directly touching or speaking to the child, the caregiver uses some interesting object like a surprise box or toy telephone to ease into person-to-person contact. The video shows that these steps cannot be rushed. The faster the approach, the more frightened a child becomes.

A few brief episodes are staged to illustrate what not to do: one child withdraws in discomfort when a caregiver reaches too soon across the invisible barrier that separates them; another child breaks early direct eye contact and turns away; a caregiver misreads a child's readiness to stay; another misses a child's interest in a toy as an opportunity to establish indirect contact.

The importance of "reading" the child for cues is illustrated in the video's two final sequences, where all the concepts come together as we see the caregiver, child, and parent going through the whole separation process. In these two very different episodes, the same skills stand out: the caregiver's being patient, not coming on strong, and not rushing things; using a toy or game to help the child disengage from the parent and beginning to relate to the child through the toy; and being alert to cues by reading signs of interest or readiness for further contact and building on them.

Key Identifiers:
Caregiver/Child Relationship
Caregiver/Parent Relationship
Parents (Caregiver/Parent Relationship)
Separation
Social/Emotional Development (Separation)

Audience:
Caregivers
Parents
Trainers

The video also stresses the value of get-acquainted visits before the first day, the importance of involving the parent as a partner in the separation process, and the need to adapt these techniques to children's different developmental stages.

Source: Information about the content may be obtained from the Child Development Division, California State Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720;*Telephone: 800-445-7216.* Ordering information may be obtained from the Bureau of Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271; *Telephone:* (916) 445-1260.

Date: 1986 *Length:* 26 minutes, Color

The Handicapped Child: Infancy Through Preschool

This series consists of eight programs:

1 • ***The Family Crisis***
2 • ***Risk Factors***
3 • ***Initial Assessment and Intervention***
4 • ***Intervention: Sensory/Motor Development***
5 • ***Intervention: Cognitive/Language Development***
6 • ***Intervention: Social/Emotional Development***
7 • ***Intervention: Adaptive Behavior***
8 • ***Intervention: Self-help Skills***

The accompanying brochure states, "The importance of development during infancy and the first few years of life as a foundation for later development is well established. For children handicapped by developmental disorders, congenital anomalies, or environmental deprivation, the usual course of physical, mental, or emotional development is often seriously disrupted. It is essential, then, that children with handicapping conditions be identified as early as possible so that they and their families can be guided toward intervention programs designed not only to enhance the child's total development, but the quality of family relationships as well. This series brings together the current available information on assessment and intervention techniques structured to help the young handicapped child attain normalization, that is, the patterns and conditions of life which are as close as possible to those of the mainstream of society."

Purchase: Filmstrip/Cassette - $120; Slide/Cassette - $135; Video - $195 *Rental*: No rental price is listed; however, a free 14-day preview is provided. *Language:* English *Guide*: A study guide that includes objectives, before-viewing discussion topics, filmstrip narration, study questions, answers to study questions, and discussion topics for each separate filmstrip is provided.

Source: Concept Media, P.O. Box 19542, Irvine, CA 92714; *Telephone:* (714) 660-0727; (800) 233-7078

Date: 1978

Audience:
Advanced Students
Caregivers
Parents

Program 1 in *The Handicapped Child: Infancy Through Preschool*

The Family Crisis

Reviewers' Opinions: *Audiovisual Quality:* Filmstrip/Cassette - Good ◆ ◆ ◆
Content: Excellent ◆ ◆ ◆ ◆ The film and study questions are excellent for trainers, parents, and caregivers taking care of handicapped babies.

Description:
According to page one of the instructor's manual, the episodes in this material: (1) "dramatize the experiences of two families who learn that their child is handicapped; (2) suggest supportive techniques for revealing a diagnosis and discuss parental reactions which are likely to occur; (3) examine the parents' value crisis and the accompanying stages of acute grief; (4) discuss the practical and emotional difficulties of caring for a handicapped child; and (5) highlight the role of other parents of handicapped children, as well as professionals, in helping the parents progress toward adaptation."

The parents of handicapped children often suffer from chronic sorrow. The mourning process includes protest, despair, and withdrawal. Only after giving up the idealized baby can parents be free to attach to the real baby. The parents are likely to feel disappointment, ambivalence, anger, and rejection. Caregivers of handicapped children need to be helped to understand what the parents of a handicapped child are experiencing and feeling. Caregivers may have many of the same feelings. The handicapped baby requires an extremely complex adjustment. Interaction between parent and infant may be disturbed. Also the drain of caring for the handicapped baby may lead to anger and impatience directed toward the sibling(s) in the family.

Parents need safety valves to clarify their feelings and values. Parent-to-parent support groups are recommended to break the barrier of isolation. Only through acceptance and commitment to help the children fulfill their potential will adaptation occur.

Length: 33 minutes, Color

Key Identifiers:
Parents (Concerns and Practices)
Special Needs Children (Handicapped)

Program 2 in *The Handicapped Child: Infancy Through Preschool*

Risk Factors

Reviewers' Opinions: *Audiovisual Quality:* Filmstrip/Cassette - Good ◆ ◆ ◆
Content: Excellent ◆ ◆ ◆ ◆ This filmstrip is excellent for alerting parents, caregivers, and trainers about risk factors for handicaps. This material provides an excellent summary for those who have not had any special education courses.

This material:

- Delineates ways in which intervention programs can lessen the effects of handicapping conditions
- Cites four prenatal biological risk factors and examines their relationship to handicapping conditions
- Cites six perinatal biological risk factors and examines their relationship to handicapping conditions
- Names and examines three environmental factors that can adversely affect the physical, mental, and emotional development of children

Length: 26 minutes, Color

Program 3 in *The Handicapped Child: Infancy Through Preschool*

Initial Assessment and Intervention

Reviewers' Opinions: *Audiovisual Quality:* Filmstrip/Cassette - Good ◆ ◆ ◆
Content: Excellent ◆ ◆ ◆ ◆ This filmstrip will help providers become knowledgeable about many different appropriate assessments, the importance of careful observation of the infant, the parent/child relationship, the environment, and the importance of referral.

Description:
According to page one of the instructor's guide, this material traces the assessment process from the initial suspicion that a child is at risk through the stages of formal medical and developmental evaluations. The content focuses on the parent/child interaction as a criterion for assessment and suggests immediate intervention which may be beneficial to this relationship. The roles of other family members, safety factors, and play environment are discussed. The variety of tests available is explored, and the multidisciplinary nature of a complete assessment program is stressed. The importance of ongoing, day-to-day assessment of the child's behavior by parents, as well as by professionals, is emphasized.

Key Identifiers:
Assessment
Health
Intervention with Special Needs Children
Parents (Concerns and Practices)
Special Needs Children (Handicapped)

This material:

- Delineates the characteristics of an infant's behavior that should be observed in assessing the nature of a parent/child interaction
- Discusses factors to be considered in examining the role of the parent in the parent/child relationship
- Identifies significant characteristics of a family and home in planning an intervention program
- Discusses the important elements in assessing a child's developmental characteristics
- Lists the types of people who might be involved in the assessment and/or intervention program of a handicapped child

A mother who has to apply for welfare talks about how unrewarding her baby is, "[He] hardly ever looks at me and never smiles." The baby seems pale and listless, appears to be sad, and does not look at the parent. He is a poor eater and sleeper. The mother has had problems since the father abandoned the family. Assessment is advised.

Gentle, loving, thorough assessment helps the mother focus on her baby's needs. The developmental specialist gives hints to the mother for helping the baby. Parents are advised to learn their baby's nonverbal cues, such as body rhythms,

responsiveness levels, arching of the back, and so forth. The importance of reciprocal communication is emphasized.

Examination items and presentations are shown. Fatigue or illness of the baby may influence the test assessment. Problems of labeling are discussed. Daily observation is urged as a reliable means of assessment. By doing so, parents and caregivers are able to identify individual levels of mastery. Stimulation activities can then be devised.

Length: 31 minutes, Color

Program 4 in *The Handicapped Child: Infancy Through Preschool*

Intervention: Sensory/Motor Development

Reviewers' Opinions: *Audiovisual Quality:* Filmstrip/Cassette - Good ◆ ◆ ◆ ◆
Content: Good ◆ ◆ ◆ This material alerts providers to activities for handicapped infants, toddlers, and preschoolers.

Description:
Page two of the instructor's manual states that this material underscores the importance of the ability to receive information through various sensory systems in the development of children. A variety of ways to provide tactile, proprioceptive, vestibular, visual, and auditory experiences for handicapped children is discussed. Activities that help a handicapped child overcome persistent primitive reflexes are described, and techniques for helping the child attain the highest level of motor competence possible within the limits of his or her disability are presented.

Tactile stimulation during routine care is emphasized. Caregivers are shown carrying out proprioceptive, visual, auditory, vestibular, tactile, and sensory experiences. Active adult involvement and sensitivity to the child's personality and possible discomfort are required. The five stages in the motor development sequence are highlighted, and an intervention technique that can be used to facilitate each stage is described.

Key Identifiers:
Competence (Building Children's)
Health
Intervention with Special Needs Children
Physical Development (Sensory/Motor)
Special Needs Children (Handicapped)

Length: 26 minutes, Color

Program 5 in *The Handicapped Child: Infancy Through Preschool*

Intervention: Cognitive/Language Development

Reviewers' Opinions: *Audiovisual Quality:* Filmstrip/Cassette - Good ◆ ◆ ◆
Content: Excellent ◆ ◆ ◆ ◆

Description:
Page two of the instructor's guide states that this material describes how a baseline of cognitive ability can be established as early as the first year of a child's life. Suggestions are given to enrich the child's environment, improve the quality of interactions with others, and thus encourage cognitive development. A typical intervention program for teaching cognitive skills is dramatized. Elements in fostering language development are discussed, including providing adequate and varied verbal stimulation, adult responsiveness to attempts at verbalization, and the child's enjoyment and understanding of verbal experiences.

Key Identifiers:
Cognitive/Intellectual Development (Delay or Disability)
Competence (Building Children's)
Intervention with Special Needs Children
Language Development (Delay or Disability)

Object permanence (the stage in cognitive development when children begin to exhibit awareness of an object after it has been removed from their sight) is examined. Ways to determine whether an object or activity is appropriate for the child's level are discussed. A baseline must be established for each handicapped child. A trained examiner is shown carrying out tasks, such as object permanence tasks, with an infant. Handicapped children may have marked discrepancies in performance.

Suggestions are given to enrich the environment: involve the family, provide moderately novel play objects, allow the child frequent opportunities to explore, permit the child to make choices, observe carefully the child's responses to the objects or activities, and respond to the child's preferences.

Interactions that appear to be the most successful in fostering cognitive development are those which provide warmth and touching, encouragement rather than criticism, verbal cues, and appropriate responses to the cues the child is giving.

The sequence of language development is briefly described. Three common causes of language disorders are discussed, and experiences that enhance language development are encouraged. Tips for enhancing language interactions are given by a professional working with a mother and baby.

Length: 29 minutes, Color

Special Needs Children (Handicapped)

Program 6 in *The Handicapped Child: Infancy Through Preschool*

Intervention: Social/Emotional Development

Reviewers' Opinions: *Audiovisual Quality:* Filmstrip/Cassette - Good ◆ ◆ ◆ ◆
Content: Excellent ◆ ◆ ◆ ◆ This film is good for trainers, directors, and caregivers if handicapped children are in child care centers or family child care homes.

Description:
According to page two of the instructor's guide, this material stresses the relationship between an infant and primary caregiver as a foundation for social and emotional development. How a child's development of trust, interaction skills, and autonomy may be impeded by a handicap is discussed; and family intervention to help overcome these difficulties is suggested. A program for helping a handicapped child control negative behavior is dramatized.

Risks of delays and inadequacies in developing trust, autonomy, and independence among handicapped children are frankly discussed. Factors which may be detrimental to the infant-caregiver bond are cited, and different types of intervention to help strengthen the bond between a caregiver and handicapped infant are examined. The importance of helping the handicapped child develop self-esteem is highlighted.

Length: 29 minutes, Color

Key Identifiers:
Caregiver/Child Relationship
Competence (Building Children's)
Intervention with Special Needs Children
Parents (Concerns and Practices)
Social/Emotional Development
Special Needs Children

Program 7 in *The Handicapped Child: Infancy Through Preschool*

Intervention: Adaptive Behavior

Reviewers' Opinions: *Audiovisual Quality:* Filmstrip/Cassette - Good ◆ ◆ ◆ *Content:* Good ◆ ◆ ◆
This film is for center and family child care personnel who serve handicapped children.

Description:
This material defines the child's adaptive behavior as the functional use of sensory, cognitive, and motor capabilities for adapting to and coping with the environment. The content focuses on the use of toys and games and of movement and rhythm activities to help the handicapped child attain increasing levels of adaptive development.

The movement activities mostly show preschool-age children. Adults need to plan appropriate, sequential, and structured activities to enhance sensory awareness and motor skills. The film describes qualities of the first toys presented to infants and discusses the children's progression to more complex toys. Also explained is the special significance of games and activities that help children learn about their bodies and that encourage imitation of adult roles. An example of how a rhythmic activity can be sequenced to challenge a child's cognitive and motor capabilities is described.

Length: 19 minutes, Color

Key Identifiers:
Activities
Cognitive/Intellectual Development (Delay or Disability)
Competence (Building Children's)
Intervention with Special Needs Children
Music/Singing
Physical Development (Sensory/Motor)
Singing
Special Needs Children (Handicapped)
Toys

Program 8 in *The Handicapped Child: Infancy Through Preschool*

Intervention: Self-help Skills

Reviewers' Opinions: *Audiovisual Quality:* Filmstrip/Cassette - Good ◆ ◆ ◆ *Content:* Good ◆ ◆ ◆
This is a positive presentation for caregivers on helping children with self-help skills and working together with the parents for family comfort.

Description:
Page two of the instructor's guide states that this material describes some of the basic principles of teaching handicapped children self-help skills such as feeding, dressing, toileting, and grooming. Techniques are included that may help the child develop these skills and thus become increasingly independent and competent.

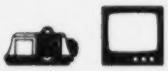
With this film professionals can help caregivers learn how to develop an appropriate training program to teach self-help skills to a handicapped child. The techniques of behavior modification, end-chaining, shaping, fading, and reinforcement are described.

Realistic obstacles to toilet learning such as a screaming or a heavy child are mentioned. Mutual decisions need to be worked out between caregivers and parents about identifying the child's signals for toileting and providing appropriate reinforcements toward the goal of toilet learning.

Cautions are given. A child with neurological difficulties may not have the sphincter control necessary for toilet learning. Easily manageable clothing is needed.

Length: 23 minutes, Color

Key Identifiers:
Behavior Modification
Body Functioning
Body Functioning (Eating/Feeding) (Toileting)
Competence (Building Children's)
Eating/Feeding
Feeding
Intervention with Special Needs Children
Self-help Skills
Special Needs Children (Handicapped)
Theories (Behavior Modification)
Toileting



How an Average Child Behaves: From Birth to Age Five

This series consists of five programs:

1 • ***From Birth to One: A Time of Remarkable Growth***
2 • ***From One to Two: The Toddler Emerges***
3 • ***From Two to Three: Pushing for Independence***
4 • ***From Three to Four: Socialization Is the Task***
5 • ***From Four to Five: Entering the Big World***

Purchase: Filmstrip - $139; Filmstrip on video (VHS or Beta) - $139; U-matic - $159
Free preview *Language:* English *Guide*: A teacher's guide presents the purpose of and suggestions for using the program, suggested questions for discussion, a copy of the script, references, resources, and related programs.

Only the first three programs are reviewed in this publication.

Source: Guidance Associates Parents' Magazine Filmstrips, Communications Park, Box 3000, Mount Kisco, NY 10549; *Telephone:* (914) 666-4100; (800) 431-1242

Audience:
Caregivers
Parents

Date: 1974 *Length:* 37 minutes total, Color

Program 1 in the series *How an Average Child Behaves: From Birth to Age Five*

From Birth to One: A Time of Remarkable Growth

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Fair ◆ ◆ The script states that babies from three to five months old give up the pacifier. This statement is not true for many babies. Also, the script states that babies are on a regular eating schedule of four times per day by four months of age and are sleeping seven or more hours a night. This statement also is not true for many babies and sets up unrealistic expectations. It would be helpful if the filmstrip contained a discussion of children's individual temperaments and differences in eating and sleeping and the importance of the caregiver's reading cues and responding to a baby's individual needs.

Description:
The filmstrip contains a discussion of an infant's needs and behavior. Babies need a prompt response to their cries. They need to suck and may need a pacifier. Babies who are bottle-fed need to be held lovingly for each feeding. Eye contact, meeting a baby's gaze during feedings, is important for fostering a child's mental development. The need for an adequate diet and for talking to a baby is stressed. A baby's handling of his or her own genitals is discussed as part of healthy, normal development. Helping a baby to develop a sense of trust is emphasized.

The filmstrip also provides information about the physical environment for infants. Ordinary household items can become learning objects. The use of playpens and ways to babyproof a house are discussed.

Key Identifiers:
Body Functioning (Eating/ Feeding)
Caregiver/Child Relationship
Competence (Building Children's)
Eating/Feeding
Feeding
Growth and Development
Parenting (Concerns and Practices)
Sexuality
Young Infants (birth to 9 months)

Program 2 in the series *How an Average Child Behaves: From Birth to Age Five*

From One to Two: The Toddler Emerges

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Fair ◆ ◆ Many topics are presented and need to be discussed in more detail. Starting toilet training is advised for children eighteen months or two years old. This advice gives the impression that most children should be ready by age two. Many children are not. Caregivers should be taught to look for signs of readiness in a child, not to expect readiness at a certain age. The film does emphasize that sphincter muscles must develop sufficiently to permit conscious control, and this development occurs at about age two. The film stresses that failures in toilet training had best be accepted philosophically and that the process goes slowly and may continue well into the next year (between two and three) or even longer. This is good advice since toilet learning does not happen overnight, and caregivers need to be helped to expect that the process will take varying lengths of time depending on the child.

Description:

The importance of a toddler's having freedom to roam and explore is stressed. Developing autonomy is the major Eriksonian task of this period. Children need freedom to make mistakes. A child's newly found independence can be difficult for adults. Tantrums are common at the end of the second year. Adults must not overreact. The script points out that if toddlers are not too tired, excited, or frustrated, they can be remarkably cooperative. Already, they sense that some limits serve to keep them safe, and this feeling fosters their self-esteem.

Caregivers need to concentrate on praising desirable behaviors. Children are strongly motivated to please those they love. The script states that, "Misbehaving and showing-off tend to become chronic when that's the surest—or the only—way to get attention."

Dressing, undressing, sleep patterns, bedtime rituals, waking in the night, bad dreams, and toilet training are discussed.

Fear of strangers and other fears are discussed. Toddlers' tendencies to play side by side (parallel play), the need for toddlers in a group to have similar toys, types of toys needed, and eating patterns are all discussed briefly.

The point is made that adults remain more important to children of this age than their peers do.

Key Identifiers:

Autonomy
Body Functioning (Toileting)
Caregiver/Child Relationship
Discipline (Positive Techniques)
Erikson
Growth and Development
Mobile Infants (6–18 months)
Parents (Concerns and Practices)
Social/Emotional Development (Autonomy)
Tantrums
Theories (Erikson)
Toileting

Program 3 in *How an Average Child Behaves: From Birth to Age Five*

From Two to Three: Pushing for Independence

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆
This program is recommended highly for parents and caregivers. The last two filmstrips in this series are for caregivers of older children.

Description:

The film stresses that older toddlers need to be helped to learn to do more things without adult aid. The script states that toddlers' desires to do things for themselves are not always unrealistic. Thus, they should be given every opportunity to do things without assistance. However, the script goes on to state that toddlers do sometimes overestimate their abilities. The importance of care-

Key Identifiers:

Autonomy
Parents (Concerns and Practices)
Social/Emotional Development (Autonomy)

givers' being patient with children's struggles is emphasized. According to the script, "When adult help is required—to prevent frustration or because the child has lost interest in a task—it [help] needs to be given tactfully, without criticism, so the child is not made to feel inadequate."

The toddler's alternating between being independent, even fiercely so, and extremely dependent is discussed. Toddlers find it hard to help the adult when they are involved in play. Caregivers need to choose carefully when to make their requests to toddlers.

Cooperative play, the difficulty of sharing, gender identity, preparing for a new baby, and distinguishing the difference between reality and fantasy are all discussed briefly.

Theories (Erikson)
Toddlers (16–36 months))

Human Development: The First Two and One-half Years

This series consists of seven filmstrip programs:

1 • ***Pregnancy, Birth, and the Newborn***
2 • ***Physical Growth and Motor Development***
3 • ***The Development of Understanding***
4 • ***Styles of Interaction***
5 • ***Emotional and Social Development, Part 1***
6 • ***Emotional and Social Development, Part 2***
7 • ***Language Development***

Purchase: Filmstrip/Cassette-$120 *Language:* English *Guide*: An instructional manual for the series includes before-viewing discussion topics, filmstrip narration, review questions, discussion questions, suggested projects, and a bibliography.

Source: Concept Media, P.O. Box 19542, Irvine, CA 92713-9542

Date: 1973 *Length:* 20 minutes each, Color

Program 1 in the series *Human Development: The First Two and One-half Years*

Pregnancy, Birth, and the Newborn

This filmstrip is excellent for parenting classes, but it has not been reviewed in this document.

Program 2 in the series *Human Development: The First Two and One-half Years*

Physical Growth and Motor Development

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆ The content of this film is clear and teaches caregivers some of the stages of gross and fine motor development and control. The presentation of the gradual process of development helps caregivers understand why toddlers spill liquids, overturn spoons, and have trouble building block towers.

Description:
This filmstrip gives a clear presentation of the gradients of motor development and the predictable precursors of later motor skills. Arnold L. Gesell's developmental norms are presented; however, all babies will not develop exactly according to the norms. Girls develop earlier in some areas. Boys are more active and vigorous. A nutritionally adequate diet is needed for normal growth and development and for resistance to illness and infection. Emotional indifference or hostility toward a baby can also lead to failure to thrive.

Burton White's work with institutionalized babies provides evidence that extra handling and increased visual stimulation lead to much earlier coordination of vision and reaching. Research on early walking is conflicting. Newell C. Kephart thinks that creeping is important as a bilateral activity and that babies should not be hurried to walk earlier.

The sequences of motor development in eye convergence, neck muscle control, hand grasp, sitting stability, hand swipes, early cruising, and toddling are illustrated. The difficulties babies have in letting go voluntarily are explained. Fine motor stages are illustrated with scenes of children eating and playing with toys.

Key Identifiers:
Physical Development (Stages)

Audience:
Caregivers
Educators
Parents

Program 3 in the series *Human Development: The First Two and One-half Years*

The Development of Understanding

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Good ◆ ◆ ◆ This film is good for introducing classic research on a newborn's understanding about the world.

Description:
The development of visual perception is reviewed. The competencies of a newborn are discussed briefly. T.G.R. Bower, using modern technological methods, was able to investigate infants' sight perception and found that surprisingly complex visual perceptions are present at birth. Eleanor Gibson and Richard D. Walk tested depth perception by using what is called a "visual cliff." From these data it would seem that infants have much more awareness than was originally supposed. Jean Piaget's observations concerning an infant's development of object permanence are shared. Bower's research concerning object permanence contradicts Piaget's and is presented in the film.

Babies' development of sensory/motor intelligence is discussed. Intelligence is described in several ways, including ability to solve problems, direct behavior toward a goal, and reason abstractly. The section on the development of intelligence includes a brief description of Piaget's stages of children's development. Evidence suggests that the infant actively seeks stimulation and eagerly absorbs the information so gained. Babies perceive and learn at an earlier age and at a greater rate than was once traditionally thought.

Key Identifiers:
Cognitive/Intellectual Development (Stages)
Physical Development (Sensory/motor) (Stages)

Audience:
Educators

Program 4 in *Human Development: The First Two and One-half Years*

Styles of Interaction

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Good ◆ ◆ ◆ This film alerts caregivers to the quality of calm, firm caregiving that babies need. Adult's self-confidence is important. Bruno Bettelheim's theory of infantile autism is presented. Findings from recent research do not support this theory that autism occurs when a baby cannot make causal links with the caregiver. Instead, recent research studies indicate that autism has strong organic components.

Description:
Styles of interaction between caregivers and young children that lead to a child's optimal emotional and social development are described.

Emotional and social development begin at birth and progress as a result of the interaction between the infant and his or her environment. Each infant is unique, and every environment is different. Individual differences exist in the way newborns respond to sound, light, touch, change of position, and other environmental stimuli. Some babies are difficult, some are easy, and some are quiet and slow to warm up. Bettye Caldwell states that a good way to identify a child's dominant reaction pattern is to note his or her reaction to new situations—the first bath, the first solid food, or the first day at nursery school. If the caregiver and baby are mismatched, then the adult may overstimulate or understimulate the infant.

A caregiver's expectations will influence the child's self-concept. The experience of touch is important for babies. Attitudes toward a child are more important than is any particular method that a caregiver uses in dealing with a child. An infant's optimal social-emotional development depends on an adult's helping a baby to realize that he or she can cause others to act. If a child's signal brings food and smiling and gurgling elicit the caregiver's smiles, then an infant comes to know that she or he can make things happen.

A source of emotional difficulty is the double-bind. A caregiver may verbally express love toward a child but have an unloving look or grip on the child's shoulder. When the words or behavior of a caregiver says one thing, but his or her attitude conveys something different, a child receives conflicting messages and does not know how to react.

Optimal styles of interaction are discussed. Burton White describes maternal behaviors that lead to a competent child:

- Organizing the house so that a child can be free to roam and explore
- Providing a rich variety of things for the baby to play with
- Sharing the baby's excitement over play and discovery
- Letting the baby initiate moments of interaction with the mother

According to the last two frames of this filmstrip: "The main determinants of styles of interaction are the individual characteristics of parents and infants; the childhood experiences of the parents; and the emotional, social, and socioeconomic conditions of the family. These determinants, then, can combine in many and complex ways either to inhibit or promote optimal emotional and social development."

Key Identifiers:
Caregiver/Child Relationship
Competence (Building Children's)
Social/Emotional Development

Audience:
Caregivers
Educators
Parents

Program 5 in *Human Development: The First Two and One-half Years*

Emotional and Social Development, Part 1

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆

Description:

The accompanying instructor's manual states, "An infant's first contact with society is through his body. If his physical needs are met quickly and his discomforts removed quickly, if he is touched and talked to and played with and given affection according to his individual needs, then he will come to sense the world and people as safe and dependable."

How does social development begin? Freudian theories of oral development are discussed. Holding a baby sensitively and providing love during feeding are more important than a particular method of feeding.

Knowledge of Erik Erikson's theory of psychosocial stages of children's development helps a caregiver understand how basic trust develops. This film shows a father tenderly responding to an infant's needs for comfort and care.

Burton White believes that visual/prehension experiences are important for babies. Gazing at the caregiver while cuddled for feeding and holding the caregiver's hands are important for young babies. They love high-pitched, loving voices.

The critical period of stranger anxiety, which occurs from six months onward, may cause stress in child care arrangements. An infant's attachment depends strongly on the quality of an adult's emotional interaction with the baby. John Bowlby's ideas about the growth of attachment in children can be observed when toddlers stay close to caregivers or check back with them frequently while playing outdoors.

Some fine scenes of responsive group child care are shown.

Key Identifiers:

Attachment
Erikson
Fathers
Psychoanalytic Theory
Social/Emotional Development (Attachment) (Stages)
Stranger Anxiety
Theories (Erikson) (Psychoanalytic)

Audience:

Caregivers
Educators
Parents

Program 6 in *Human Development: The First Two and One-half Years*

Emotional and Social Development, Part 2

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆◆ This film helps caregivers to socialize toddlers for good mental health. Caregivers can use the information about the hospital to help parents help their babies.

Description:

The accompanying instructor's manual states,"Only by doing things for himself [or herself] will a child develop a sense of control over his [or her] body, impulses, and environment."

Good scenes showing a baby being left with and cared for by a strange adult illustrate separation anxiety. The hospitalization of infants, according to Thorburn Brailsford Robertson, can lead to protest, grief, confusion, fear, and crying, followed by hopelessness, despair, and finally, denial. When mothers stay with children in the hospital, the child is less disturbed.

Separation problems are discussed. Encouraging a child toward autonomy while being loving helps ease these problems.

Erik Erikson's second developmental stage is illustrated by toddler attempts and pride at new accomplishments. Caregivers should recognize a toddler's need to do things for himself or herself, even if it takes a long time. Overprotection or consistent blame only reinforces a child's sense of shame and can lead to later shamelessness. Caregivers need to find a good balance by taking cues from the toddler and helping the child develop controls over environment and self.

Flexible ways of toilet learning are illustrated in the film. Robert R. Sears and associates found that toilet training that began *after* the child was twenty months old, that was conducted in a nurturing relationship, and that had clear goals for the child led to easier learning.

Key Identifiers:
Autonomy
Body Functioning (Toileting)
Erikson
Mobile Infants (6–18 months)
Separation
Social/Emotional Development (Autonomy) (Separation)
Stranger Anxiety
Theories (Erikson)
Toddlers (16–36 months)
Toileting

Audience:
Caregivers
Educators
Parents

Program 7 in *Human Development: The First Two and One-half Years*

Language Development

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆ This film provides excellent training in language development in infancy and the relationship between language and social development.

Description:

The accompanying instructor's manual states, "Friendly verbal interaction with affectionate adults helps a baby to form his [or her] first words out of once randomly babbled sounds."

Stages in child language development are illustrated as are cries of hunger, discomfort, and fear. Infants' cooing can be increased when adults coo to babies. A caregiver and baby express mutual pleasure and communicate when they verbalize to each other.

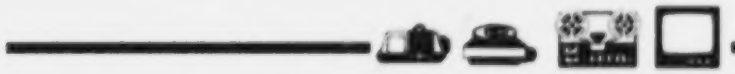
Key Identifiers:
Communication
Language Development (Communication) (Reading/Books) (Stages)
Reading/Books
Social/Emotional Development

Babbling sounds such as *baba*, *dada*, and *mama* are made during the second half of the first year. Enthusiastic approval for early babbling and first words will encourage early language development. Words become important to babies in the context of affectionate interactions with caregivers.

During play and caregiving activities, adults need to use meaningful words. Early reading to a baby is illustrated. Listening to stories is important for babies.

Some language theories are briefly presented.

Audience:
Caregivers
Educators
Parents



Human Development: A New Look at the Infant

This series consists of five programs:

1 • ***Development of Self: Three Views***
2 • ***Social Cognition, Part 1***
3 • ***Social Cognition, Part 2***
4 • ***Infant Communication***
5 • ***Attachment***

Purchase: Filmstrip/Cassette - $120; Slides/Cassette - $135; Video (3/4" U-Matic, 1/2" VHS, or Beta) - $195 *Language:* English *Guide*: An instructional manual for the series includes objectives, before-viewing discussion topics, projectionist's cues, review and discussion questions, suggested projects for each film, and an extensive bibliography.

Source: Concept Media, P.O. Box 19542, Irvine, CA 92713-9542

Date: 1983

Program 1 in *Human Development: A New Look at the Infant*

Development of Self: Three Views

Reviewer's Opinions: *Audiovisual Quality:* Filmstrip/Cassette - Good ◆ ◆ ◆ *Content:* Good ◆ ◆ ◆
Mahlerian theory is too complex for this brief, though careful, summary. This film is therefore more appropriate for highly educated trainers. With an experienced teacher to provide necessary background, this film would be suitable for training trainers.

Description:
Margaret S. Mahler's psychoanalytic developmental point of view is discussed in terms of her stages of infant development. Beautiful scenes of parents and infants illustrate each of the phases and stages. During the first few weeks of life, the neonate is in what Mahler calls a phase of normal autism. From the second to the fifth month after birth, the infant is in what Mahler calls the phase of normal symbiosis. From the fourth or fifth month, until sometime between the thirtieth or thirty-sixth month, the child is in the phase of separation-individuation. When a child reaches age three, a distinct sense of separateness and a sense of identity will have developed.

Key Identifiers:
Cognitive-Developmental Theory
Cognitive/Intellectual Development
Cognitive-Maturational Theory
Mahler
Psychoanalytic Theory

The cognitive-developmental view of Michael Lewis and Jeanne Brooks-Gunn is the next approach. Four periods are described (1) birth to three months, the infant prefers social rather than physical interactions; (2) three to eight months, the knowledge of cause-effect relationships is consolidated; (3) eight to twelve months, object permanence develops; and (4) twelve to twenty-four months, the infant recognizes self as object. The baby begins to recognize itself on the basis of categorical features such as age and gender.

Jerome Kagan's cognitive maturational view states that the emergence of self-awareness comes from the child's interaction with social models in the world. This theory offers another approach to the question of how an infant develops a sense of self. By nineteen months, a child develops self-awareness, so that he or she feels a social compulsion to imitate. The child can identify deviations from expected performance. The "smile of mastery" arises from twenty to twenty-four months and implies a sense of goals. Toddlers now give orders, ask adults for help, and describe themselves as agents of action (for example, "me eat").

By the age of two or three, children have developed minds of their own. They know that they are separate selves with particular characteristics.

Length: 29 minutes, Color

Social/Emotional Development
Theories (Cognitive-Developmental) (Cognitive-Maturational) (Mahler) (Psychoanalytic)

Audience:
Graduate Students
Highly Trained Educators

Program 2 in *Human Development: A New Look at the Infant*

Social Cognition, Part 1

Reviewers' Opinions: *Audiovisual Quality:* Filmstrip/Cassette - Good ◆ ◆ ◆ *Content:* Good ◆ ◆ ◆
This film would be useful if a child development specialist wanted to review infant social cognition research with trainers.

Description:
This film is about the development of social cognition: how babies learn about people as physical stimuli. For the first six weeks, babies look at borders of faces. From seven weeks on a baby looks more intently at the eyes. By three months of age, children prefer live, animated faces. By five months babies prefer lively, interacting persons.

Mothers' voices (especially high-pitched voices) elicit greater infant vocalization in babies under five weeks of age. Within several months after birth, babies prefer mothers' vocalizations to fathers' voices. Four-month-old babies coordinate speech with a person's simultaneous movements. By six to eight months, children react fearfully toward strange adults but positively to strange children. By eight months babies seem to understand that animate persons can be agents or objects, but that toys can only be instruments. By three months babies can become upset if a person looks at them impassively. By age two toddlers realize that people, but not toys, are capable of independent actions and have feelings. Early person permanence may be adaptive for an infant because it frees the child to learn more about the world of objects.

Length: 17 minutes, Color

Key Identifiers:
Cognitive/Intellectual Development (Stages)
Communication
Language Development (Communication)
Social/Emotional Development

Audience:
Educators
Graduate Students

Program 3 in *Human Development: A New Look at the Infant*

Social Cognition, Part 2

Reviewers' Opinions: *Audiovisual Quality:* Filmstrip/Cassette - Good ◆ ◆ ◆ *Content:* Good ◆ ◆ ◆
This film is excellent for teaching trainers the milestones in social/ emotional development.

Description:
This film shows how a baby develops awareness of (1) people as social partners; (2) the meaning of people's behaviors; and (3) the relationship between his or her and others' emotions and behaviors. An infant's developmental schedule for recognizing emotions is discussed. The four levels through which an infant progresses in recognizing, understanding, and behaving on the basis of the facial expression of others is described.

From eight to ten months of age, babies can use emotions of primary caregivers to guide their own. The film shows vividly how babies seem to need their caregivers to stay in their visual field so that the adults can be used for social referencing. Babies "check out" strangers by referencing the caregiver's face to see whether their own responses should be favorable. This social referencing also occurs with small hurts: the caregiver's facial cues help determine how the baby will react to the hurt. If a toy is scary (as shown by the caregiver's response), the baby will move closer to the caregiver. If the caregiver smiles, the child will approach the toy.

Social expectations are learned as early as three months of age. The script reports that if picked up promptly when crying, babies will cry less later on and will be more likely to use a variety of nondistress vocalizations. The film contrasts the sex-role expectations of an infant in regard to play with male and female parents. The film clearly differentiates between the infant's expectations of his or her preschool-age siblings' behavior and parents' behavior.

Length: 19 minutes, Color

Key Identifiers:
Cognitive/Intellectual Development (Stages)
Crying
Language Development (Communication) (Communication—Crying)
Social/Emotional Development

Audience:
Educators
Graduate Students

Program 4 in *Human Development: A New Look at the Infant*

Infant Communication

Reviewers' Opinions: *Audiovisual Quality:* Filmstrip/Cassette - Good ◆ ◆ ◆ *Content:* Good ◆ ◆ ◆
This film would be good for trainers, parents, and caregivers. The importance of early communication is stressed.

Description:
The process of communication, the three components that form the basic structure of communication, and the forerunners of full-fledged communication are described in detail. The behaviors that most caregivers employ to maintain interaction with infants are cited. Early forms of dyadic (one-to-one) communication may be related to later emotional expertise in communication. More advanced forms of communication begin when the caregiver and infant pay attention jointly to events or objects outside their own mutual interaction process.

Length: 23 minutes, Color

Key Identifiers:
Caregiver/Child Relationship
Communication
Language Development (Communication)
Parents (Concerns and Practices)

Audience:
Advanced Students
Caregivers
Parents

Program 5 in *Human Development: A New Look at the Infant*

Attachment

Reviewers' Opinions: *Audiovisual Quality:* Filmstrip/Cassette - Good ◆ ◆ ◆
Content: Excellent ◆ ◆ ◆ ◆ This film should be shown to all caregivers and trainers. Trainers will need to explain in detail the Ainsworth experimental procedure, or stranger situation, which is made up of a series of conditions under which the infant is exposed to an adult stranger. The importance of family and center day care providers and parents in promoting secure attachments is emphasized.

Description:
Attachment, an affectional tie that binds people to one another over time, is defined in detail. Attachment behaviors are described as behaviors that encourage proximity and interaction with others and which are precursors to attachment itself. The three patterns of attachment in infants are distinguished: the securely attached pattern, the anxiously attached with resistant or ambivalent behavior, and the anxiously attached with avoidant behavior.

The influence of a caregiver's sensitivity to an infant's signals and needs is highlighted. The film emphasizes the importance of face-to-face interactions, caregiver's contingent pacing of interaction, caregiver's responsiveness to an infant's crying and distress calls, and close bodily contact with babies. The predictive value of patterns of attachment is described in detail.

Length: 27 minutes, Color

Key Identifiers:
Attachment
Caregiver/Child Relationship
Parents (Concerns and Practices)
Social/Emotional Development (Attachment)

Audience:
College Graduates
Parents
Caregivers

In Our Care

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆
This thoughtful slide series can increase caregivers' awareness of the importance of respect for individual children and the importance of a responsive environment. A problem with the philosophy may occur with abused infants or neglected babies who need more adult supervision than the philosophy of this program recommends. Ratios of adults to children in this series are higher than in most child care centers or family child care homes, yet the model should be applicable to large groups.
Purchase: Slides/Cassette - $140 *Rental:* $40 *Language:* English *Guide:* None

Description:
This slide presentation shows that empathy, respect, and patience are important qualities for caregivers to possess. Knowledge of child development and clear goals are necessary for thoughtful caregivers.

The "Educaring" philosophy is explained. Children need to feel competent, safe, and secure. Slides illustrate a well-supervised, safe, and responsive environment.

Bouncers, swings, and walkers do not belong in infant care since they inhibit movement. Infants need to know what to expect. A primary caregiver for each child helps infants to feel secure. A special bond forms between infants, parents, and a primary caregiver. Parent conferences provide opportunities to examine careful records kept by the educarer.

Adults need to tell babies what events are going to happen; for example, "I'm going to change your diaper now." Hurry and confusion in group care will not provide security for an infant.

The development of trust between a caregiver and child grows through quality time provided during routine tasks. Dressing should be leisurely. Babies need to be allowed to help as much as possible so that they can feel self-confident. Diapering procedures for hygiene are explained. The caregiver is encouraged to be firm, gentle, and empathetic about diapering and toileting. Educarers are urged to accept each child's own rate of progress.

Mealtimes should be relaxed, and educarers should give full attention to infants. Organization is important in gathering all needed equipment and food before feeding. One should talk to the child during feeding and reflect the child's actions and feelings. Rules and limits must be clearly articulated: "You are still eating, so you need to sit down." Self-calming thumb-sucking makes some infants feel more secure. Caregivers are urged to hold infants during bottle-feeding rather than putting them down with a bottle. When awaking from naps, children may require tender holding.

Educarers are encouraged to be reflective, acknowledge the child's feelings, and explain why behavior is unacceptable. Adults are encouraged to let a child who falls get up without help and to give children time to solve their struggles over a toy. The caregiver should observe and then offer reflectively, for example, "Both of you really want this scooter." Adults are encouraged to allow infants much time to interact with one another.

Key Identifiers:
Body Functioning
Body Functioning (Eating/Feeding) (Diapering)
Caregiver/Child Relationship
Competence (Building Children's)
Daily Routines
Diapering
Discipline (Positive Techniques)
Eating/Feeding
Feeding
Learning Process
Model Programs
Parents (Caregiver/Parent Relationship)
Program Management
Self-esteem
Social/Emotional Development (Self-esteem)

Audience:
Advanced Students
Caregivers
Parents

The program advises providing infants with easy access to areas, different heights with ramps and steps, uncluttered spaces, and private spaces.

Source: Laurie DeVault, P.O. Box 2502, Edgartown, MA 02539; *Telephone:* (212) 663-9610

Date: 1981 *Length:* 140 slides, Color

In the Beginning: The Process of Infant Development

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆
Purchase: 16mm Film - $325; Video - $275 *Rental*: $40 *Language:* English *Guide*: None

Description:
Bettye Caldwell, narrator of this film, offers concrete examples of how children develop physically and psychologically during the first two years of life. She carefully points out the milestones of development so that a caregiver can knowledgeably facilitate and support the development of young children.

Source: Davidson Films, Inc., 850 O'Neill Ave., Belmont, CA 94002; *Telephone:* (415) 591-8319

Length: 15 minutes, Color

Key Identifiers:
Cognitive/Intellectual Development (Stages)
Growth and Development
Physical Development (Stages)
Social/Emotional Development (Stages)

Audience:
Advanced Students
Caregivers
Parents

Infant as a Person

Reviewers' Opinions: *Audiovisual Quality:* The narrative is too fast. A trainer would need to stop the tape and discuss each section separately. The short length of this filmstrip may be ideal for providing training in the family day care home or in child care centers during children's nap time.
Content: Excellent ◆ ◆ ◆ ◆ *Purchase:* Filmstrip/Cassette - $35 *Rental*: Free 15-day approval
Languages: Bilingual Spanish/English cassette tape *Guide*: An eight-page study guide in English presents the purpose of the unit, key concepts, background information, main ideas, activities, and checklists.

Description:
This filmstrip describes how infants react to the world in individual ways and explains how the care of infants can be made easier through an understanding of these reactions. The study guide includes a chart that caregivers and parents can fill out on the sleeping, eating, diaper changing, and activity patterns of the baby. The importance of individualized scheduling is emphasized. Included are ideas

Key Identifiers:
Behavioral States of the Infant
Body Functioning
Caregiver/Child Relationship
Caregiver/Parent Relationship
Competence (Building Children's)

for how to soothe an active infant. The need of babies for space and movement is described. The importance of recognizing the baby's state or readiness for activity and play is stated. Caregivers are encouraged to compare their observations of the baby with those of the parents. A chart is provided to aid in matching the caregiver's and the parents' methods of providing care.

Source: Meridian Education Corporation, Library Filmstrip Center, 205 E. Locust St., Bloomington, IL 61701; *Telephone:* (309) 827-5455

Date: 1979 Curriculum Concepts, Inc. *Length:* Ten minutes, Color

Family Child Care
Individual Differences
Parents (Concerns and Practices)
Scheduling the Day
Self-esteem
Social/Emotional Development
Social/Emotional Development (Self-esteem)
Temperament

Audience:
Caregivers
Parents

Infant Care

This series consists of four filmstrip programs:

1 • ***Daily Care of the Infant***
2 • ***Food and Nourishment for Growth and Health***
3 • ***The Healthy Infant***
4 • ***An Environment for Growth and Stimulation***

Only the first and fourth programs were reviewed in this publication.

Purchase: Four Filmstrip/Cassette programs - $129 *Language:* English *Guide*: A guidebook includes an introduction, the filmstrip's narrations, and spirit masters. The spirit masters include a variety of evaluation, research, and interviewing activities as well as a postviewing quiz.

Source: Campus Films Distributors Corp., 24 Depot Sq., Tuckahoe, NY 10707
Telephone: (914) 961-1900

Date: 1977 *Length:* Viewing all four filmstrips takes 30 minutes. Color

Audience:
Caregivers
Parents

Program 1 in the series *Infant Care*

Daily Care of the Infant

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆ This is a good training film for those who are just beginning to take care of babies.

Description:
Details of bathing, diapering, and dressing the baby are carefully described as activities to provide loving interactions. Safety factors are highlighted, too. Good examples of a father talking to and interacting in a loving, calm way with his baby are provided.

Key Identifiers:
Bathing
Body Functioning
Body Functioning (Diapering)
Caregiver/Child Relationship
Clothing
Diapering

Program 4 in the series *Infant Care*

An Environment for Growth and Stimulation

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Good ◆ ◆ ◆ This film is for a new family child care provider or one who is not quite sure how to babyproof a house. Loving play interactions are shown that emphasize letting the babies set the pace for learning.

Description:
How to set up a room for infant care in a home is described in detail. Safety factors for toys and appropriate safe furnishings are clearly presented. The floor is shown as a good place for babies to play. Mobiles, crib gyms, mirrors, and, most important, people are recommended for babies' play. Once children are crawling, boxes, blocks, balls, and things with lids and wheels are recommended because they require babies' active participation.

Key Identifiers:
Competence (Building Children's)
Environments for Infant/Toddler Care (Equipment)
Equipment for Infant/Toddler Care
Family Child Care
Materials
Play
Safety
Young Infants (birth to 9 months)

Infant Development in the Kibbutz

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆ Joseph Stone's commentaries enhance the usefulness of the film for training caregivers of infants. *Purchase:* 16mm Film - $295 *Rental:* $30 *Language:* English *Guide:* None

Description:
This film shows infants in their earliest days and months being cared for in an Israeli kibbutz. During the babies' early weeks of life, they live with their mothers in the infant house. Gradually, the caregiver (*metapelet* in Hebrew) takes over the daily care of the infant. Family members are free to visit during work breaks. As a mother gradually returns to work, she can nurse and visit her infant. The seasoned calmness and expertise of the caregivers help new mothers become competent with their babies.

The homelike infant care setting provides plenty of fresh air and space. Toys are colorful; some are homemade. The film conveys the unhurried, leisurely pace in infant care. The respect shown for the rhythms of an infant's days and ways is a fine model for caregivers viewing the film.

One reason for the harmony between caregivers and parents is that they are colleagues and friends on the kibbutz. Infants can feel more secure when having several competent, tender adults interested in their welfare and adept at caring for them. Infants' early babbling and dexterity are enhanced through the caregiver's responsiveness and attunement to infant signals in social interchanges.

Source: Campus Film Distributors Corp., 24 Depot Sq., Tuckahoe, NY 10707
Telephone: (914) 961-1900

Length: 28 minutes, Color

Key Identifiers:
Caregiver/Child Relationship
Center Child Care
Communication
Environments for Infant/Toddler Care
Language Development (Communication)
Parents (Caregiver/Parent Relationship)

Audience:
Advanced Students
Caregivers
Parents

An Innovative Approach to Teaching Parenting: The Infant Videotape and Instructor's Guide

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Good ◆ ◆ ◆ This video makes viewers aware of caregivers' skills and the importance of responding sensitively to infants' verbal and nonverbal cues for engagement and disengagement. This video should be viewed with a trainer who is using the guide to reinforce concepts introduced. *Purchase:* Video (1/2" VHS) - $350 *Language:* English *Guide*: An extensive instructor's guide is included.

Description:
This video and instructor's guide were designed to teach parenting skills to parents and students. Parts of the program were adapted with permission from the Nursing Child Assessment Training Program, which was developed at the University of Washington's School of Nursing in Seattle. The program provides a unique way of teaching caregivers to be knowledgeable about the verbal and nonverbal cues of infants, about child development in the first year of life, and about responsive teaching strategies.

Parent-infant pairs demonstrate cues that infants use to communicate. Check-off sheets reinforce caregivers' understanding of concepts and terms. Feeding interactions illustrate how a mother touches, smiles at, adjusts her body (to her baby's needs), murmurs and talks socially, and shows sensitivity to her baby's need to disengage and reengage in the feeding situation. A mother and her baby having lunch is shown during which the mother sociably and calmly lets her baby have a turn with the spoon. The mother's simple, cheerful remarks make the feeding a relaxed situation.

Caregivers who watch these vignettes can learn about infant cues, states, and communication and about engaging and disengaging infant body movements and engaging infant vocal cues. Caregivers can also learn to let infants have control during feeding and other interactions.

Interactions between parents and infants that involve teaching illustrate positioning an infant for a task, allowing an infant time to perform, adapting teaching to a baby's needs, explaining a task, and giving praise. These steps are part of a teaching loop.

Another part of the video shows developmental sequences for babies from a few days to a few months old. Reflexes and early motor skills are demonstrated in a leisurely fashion with many babies under one year old.

Source: Downeast Health Services, Inc., 3 Oak St., Ellsworth, ME 04605
Telephone: (207) 667-5304

Date: 1985 *Length:* 75 minutes, Color

Key Identifiers:
Body Functioning (Eating/ Feeding)
Caregiver/Child Relationship
Cognitive/Intellectual Development
Cognitive/Intellectual Development (Stages)
Communication
Eating/Feeding
Environments for Infant/ Toddler Care
Feeding
Growth and Development
Language Development (Communication)
Learning Process
Materials
Mobile Infants (6–18 months)
Young Infants (birth to 9 months)

Audience:
Advanced Students
Caregivers
Parents

A Journey Through the First Year of Life

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆ By viewing this video, educators, parents, and caregivers can learn or refresh their memories on developmental stages during the infant's first year of life. The importance of providing tender loving care for babies is emphasized. *Purchase:* Video - $29.95 *Language:* English *Guide*: None

Description:
Burton White takes the audience on a journey through the first year of an infant's life by charting the physical, cognitive, language, and social/emotional development of babies. Caregivers are encouraged to observe their babies' remarkable growth. The overall message is that caregivers need to know a baby's normal pattern of emerging skills and to facilitate their development. Caregivers are encouraged to be loving and attentive toward their babies.

Source: American Baby Cable, 575 Lexington Ave., New York, NY 10022
Telephone: (212) 752-0775

Length: 50 minutes, Color

Key Identifiers:
Caregiver/Child Relationship
Cognitive/Intellectual Development
Cognitive/Intellectual Development (Stages)
Competence (Building Children's)
Growth and Development
Language Development (Stages)
Learning Process
Parents (Concerns and Practices)
Physical Development (Stages)
Social/Emotional Development (Stages)
Young Infants (birth to 9 months)

Audience:
Advanced Students
Caregivers
Parents

Joyful Noises

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Good◆ ◆ ◆ The film gives child care providers ideas for how to encourage conversation, singing, and reading with children to promote language development. *Purchase:* 16mm Film - $250; Video - $125 *Rental*: $12 *Language:* English *Guide*: None

Description:
According to the accompanying brochure, *Joyful Noises* shows various situations that contribute to the language development of young children. Children, parents, and caregivers are shown in the home, family day care homes, the library, and so forth as a narrator points out influences on children's speech development. The film emphasizes the importance of daily relationships with other children, grandparents, and parents.

A caregiver is shown with a group of children, ranging from infancy through preschool years. Children are depicted learning to use language and enjoying communicating while caregivers respond "carefully and lovingly" to them.

The film presents a discussion of how babies enjoy being talked to and played with long before they can talk. Toddlers are shown talking about their feelings and discoveries with interested caregivers.

Story telling with a group is shown. The library is discussed as a good place to find books. Grandparents are shown reading to children. Providers meet toddlers' needs individually in story, song, and puppet play. Sensitivity to each child helps the caregiver gear language and book experiences to individual needs.

A caregiver is shown telling a story while using a guitar to heighten the story's interest. Animation, rhythm, rhyme, and acting out gestures increase children's pleasure in story telling.

Source: Cornell University AV Center-C, 8 Research Park, Ithaca, NY 14850
Telephone: (607) 256-2091

Date: 1975 *Length:* 15 minutes, Color

Key Identifiers:
Communication
Language Development
(Activities to Encourage)
(Communication) (Reading/
Books) (Stages)
Reading/Books

Audience:
Advanced Students
Caregivers
Parents

Learning in the Home

This series consists of three filmstrip programs:

1 • ***The Teachable Moments***
2 • ***Cooking***
3 • ***Reading***

Purchase: Filmstrip/Cassette - $145.94 *Language:* English
Guide: A script and discussion guide are provided.

Source: Guidance Associates, Communications Park, Box 3000, Mount Kisco, NY 10549; *Telephone:* (914) 666-4100; (800) 431-1242

Audience:
Caregivers
Parents

Date: 1976 *Length:* Ten minutes each, Color

Program 1 in the series *Learning in the Home*

The Teachable Moments

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆ This filmstrip will definitely help caregivers learn how to teach concepts to children in a loving, casual way.

Description:
Simple day-to-day living experiences shared by caregivers and children can be used to help children learn. If a caregiver constantly says, "Don't bother me," children lose curiosity. One should take advantage of teachable moments: While dressing a child, teach colors; steps in a process, first/next; and numbers, "Billy has two shoes." A child will feel worthwhile and valuable as the parent includes him or her in teachable moments.

Key Identifiers:
Activities
Cognitive/Intellectual Development (Activities to Encourage)
Competence (Building Children's)
Family Child Care
Parents (Concerns and Practices)

Program 2 in the series *Learning in the Home*

Cooking

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆

Description:
This filmstrip shows what a toddler can learn from helping a parent or caregiver with cooking. Many new words and terms, such as "beating eggs" or "stove is hot," can be used to teach language to toddlers. Experience enriches a child's language development.

Toddlers also learn by using measuring spoons, remembering ingredients, practicing pouring (wrist) skills, recognizing labels for ingredients and amounts, and waiting for foods to cook. Sticky dough is fun for young children to play with while baking. Making a gelatin dessert helps a child to see transformations from powder to liquid. Ice cubes can be counted as they are added to the hot liquid.

Key Identifiers:
Activities
Cognitive/Intellectual Development
Family Child Care
Language Development
Parents (Concerns and Practices)

Program 3 in the series *Learning in the Home*

Reading

Reviewers' Opinions: *Audiovisual Quality:* Good ◆◆◆ *Content:* Excellent ◆◆◆◆

Description:
Being read to benefits babies. They associate words with objects in books, pictures, or catalogs. While reading, caregivers can describe action in pictures. When a child is eighteen to twenty-four months old, caregivers should be reading simple stories. To maintain toddlers' interest and stimulate thinking, caregivers should change the words to make them easier for a toddler if necessary; give a brief explanation of a story to arouse a child's interest; change vocal tones to keep a story dramatically interesting; act out characters, as in "The Three Bears," to make the story come alive; talk about what happened in the story; and ask open-ended questions such as, "What did Goldilocks do?" Toddlers love to hear the same story over and over. They experience mastery and success through telling adults the story. Providing positive reading experiences for children helps them to develop sequential skills and an interest in books.

Key Identifiers:
Family Child Care
Language Development (Reading/Books)
Parents (Concerns and Practices)
Reading/Books

Life's First Feelings

Reviewers' Opinions: *Audiovisual Quality:* Good ◆◆◆ *Content:* Excellent ◆◆◆◆ Viewing this video is a must for most caregivers to introduce them to the new area of infant mental health and to the importance of nourishing an infant's emotional development. However, caregivers with little education will need a trainer to stop the video at certain points and discuss the relevance of various sections to their own practices with very young children. *Purchase:* Video - $250 VHS
Language: English *Guide*: None

Description:
Infants' and toddlers' rich social and emotional lives (first feelings) are explored through interviews with various experts on infants. Stanley Greenspan demonstrates how a baby may be oversensitive to sight, sound, or touch and suggests to parents how to handle such a baby, using the baby's strengths. Working with a mother of two young children, he demonstrates how to handle sibling rivalry and build self-esteem in the older child.

Other aspects of children's emotional development are examined. Facial expressions as a window into the child's emotional state are explored through observations of Carroll E. Izard. Temperamental differences in young children are discussed with Jerome Kagan. The increasing influence of social factors on children's behavior as the baby gets older, the parenting behaviors that encourage caring behaviors in young children, and a baby's responsiveness to parents' facial expressions are other topics discussed.

Babies have richer emotional lives than ever imagined. This film helps caregivers begin to understand the development of emotions and helps them nourish children's emotional development.

Key Identifiers:
Caregiver/Child Relationship
Competence (Building Children's)
Discipline (Positive Techniques)
Emotions
Growth and Development
Learning Process
Model Programs
Parents (Concerns and Practices)
Sibling Rivalry
Social/Emotional Development
Social/Emotional Development (Emotions)

Source: Coronet Films and Video, 108 Wilnot Rd., Deerfield, IL 60015 (WGBH Education Foundation); *Telephone:* 1-800-621-2131

Date: 1985 *Length:* 50 minutes, Color

Audience:
Advanced Students
Caregivers
Parents

Love and Identity

This series consists of five filmstrip programs:

1 • *The Subject Is Love*
2 • *The Need for Attention*
3 • *Food and Love: Food Misunderstood*
4 • *Love and Independence*
5 • *The Oedipal Phase*

Purchase: Filmstrip/Cassette - $145.94 *Language:* English *Guide:* A booklet containing the narration of the filmstrip is included.

Source: Guidance Associates, Communications Park, Box 3000, Mount Kisco, NY 10549; *Telephone:* (914) 666-4100; (800) 431-1242

Date: 1975 *Length:* Ten minutes each, Color

Audience:
Caregivers
Parents

Program 1 in the series *Love and Identity*

The Subject Is Love

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆ This filmstrip helps caregivers understand the long-range effect of providing tender loving care for infants and toddlers. This filmstrip can spark a discussion concerning children who are difficult for caregivers to love.

Description:
The first page of the narrative of this filmstrip states, "The quest for love is universal, and so is the fear of losing it. . . . Without any love, children simply die—even those who are being fed and kept clean."

The child's need for consistent love is the basic theme of this filmstrip. When children are deprived of consistent love during their early years, their competence, ability to learn, health, and capacity for loving are jeopardized. Children who have been well loved can more easily learn bodily skills and coordination. They have less difficulty learning to read and write and to think for themselves. They more readily enjoy and truly appreciate other people. Caregivers are in a position of generating in a child a lust for life, a capacity for love, and a will to learn.

Key Identifiers:
Caregiver/Child Relationship
Social/Emotional Development

Program 2 in the series *Love and Identity*

The Need for Attention

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆ This filmstrip helps caregivers think about the issue of spoiling a baby.

Description:
When a baby is hungry or wet or hot or irritated by too much company, or too little, those feelings are made known in the only way the child has of communicating distress—the cry. If a baby still cries after being fed, burped, and diapered, some adults say that the baby is spoiled, that it only wants attention. *Spoiled* is a term that should be used only for preschoolers and school-age children if they require excessive attention.

Overstimulation and understimulation are problems. Research studies have shown that starvation for attention in the early years of life can seriously damage an individual's potential development. Loving attention is vital to human survival and can, in turn, trigger a chain reaction of curiosity, self-confidence, and learning in the growing child.

Key Identifiers:
Caregiver/Child Relationship
Crying
Language Development (Communication—Crying)

Program 3 in the series *Love and Identity*

Food and Love: Food Misunderstood

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆ This filmstrip helps caregivers consider their attitudes and behaviors concerning feeding infants and toddlers. The healthy child knows, on the whole, when he or she is hungry or full.

Description:
To most adults a good meal represents hospitality and perhaps provides a bit of self-indulgence. Not all people are that fortunate. To some, from babyhood on, a meal becomes an unpleasant duty, a punishment, a battle of the wills, or a kind of sedative.

Under normal circumstances a meal is pleasurable to a young child. For many food is identified with love. Some children, however, are told during mealtimes, "hurry, hurry"; "stuff yourself, even if you're already too full"; or "you've been mean all day, so it's off to bed without supper for you."

Just as food can stand for love, so the refusal of food can stand for punishment. Forcing children to hurry, forcing them to eat, or frequently telling them don't can lead to a general atmosphere of anger and anxiety. The primary danger is that the child never becomes attuned to his or her own physiological needs and thus tends to eat or not eat for the wrong reasons.

According to this filmstrip, "There are certain basic rules of nutrition that parents ought to follow; but they are not to be taken so seriously or so rigidly that they take all the fun out of eating."

Key Identifiers:
Body Functioning (Eating/Feeding)
Eating/Feeding
Feeding

Program 4 in the series *Love and Identity*

Love and Independence

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆ This filmstrip provides an excellent discussion of toilet training and the importance of loving patience and understanding during this process.

Description:
Toilet learning is the primary topic of discussion. The importance of gentle patience, looking for signs of readiness, understanding fears of toddlers, and modeling are emphasized. The narrative states, "One reason that toilet training often gives parents such difficulty is that training begins before the child has really gained enough confidence."

Key Identifiers:
Body Functioning (Toileting)
Toileting

Program 5 in the series *Love and Identity, The Oedipal Phase*, was not reviewed in this publication because it concerns older children.

Lunchtime with Babies

Reviewers' Opinions: *Audiovisual Quality:* Fair ◆ ◆ *Content:* Fair ◆ ◆ Few scenes show language interactions between caregivers and babies. The groups of children were too large for caregivers to interact well with individual toddlers. This film would be helpful for trainers who would like to show caregivers with a relaxed attitude toward children who are feeding themselves. A good example shows a caregiver waiting for a baby to give a cue for wanting more food before being given more.

The toddlers in the video were served their food in pie tins. Although these utensils looked institutional, they provide a rim which is helpful to babies first beginning to eat.

The video indicates that babies can be fed solids beginning at four months. Pediatricians now are telling parents to wait until six months and longer if allergies run in the family.

No warnings were given concerning the danger of hotdog skins causing choking in infants. Other health factors such as handwashing and brushing teeth also were not mentioned.

Purchase: Video - $150 *Rental*: $18 *Language:* English *Guide*: A short booklet provides discussion questions matched to each separate picture and contains resource information.

Description:
Lunchtime with Babies shows children aged three to twenty-four months eating lunch in an infant child-care setting. Food preparation and nutritional information are included. Behavior of children is shown as they eat solids for the first time, progress to eating finger foods, and learn to use a spoon to serve themselves.

This video, which was made in an infant child care center, demonstrates clearly how young children progress in eating development, from milk, to cereal, to applesauce, and on to finger foods. The video concentrates on the unhurried routines of babies eating in a child care center.

Key Identifiers:
Body Functioning
Body Functioning (Eating/ Feeding)
Caregiver/Child Relationship
Center Child Care
Eating/Feeding
Feeding
Nutrition

The film clearly shows that toddlers may begin eating with a spoon or fork and then tire and begin eating with their fingers. Caregivers let children use fingers and also let them serve food for themselves.

Source: Cornell AV Center-C, 8 Research Park, Cornell University, Ithaca, NY 14850; *Telephone:* (607) 256-2091

Audience
Advanced Students
Caregivers
Parents

Massage Videotape

Reviewers' Opinions: *Audiovisual Quality:* Fair ◆ ◆ *Content:* Good ◆ ◆ ◆ Family care providers can learn about the benefits that babies experience from being held and soothed. This is a good beginning film for learning about the importance of massage and how to massage tiny infants.
Language: English *Guide*: None

Description:
This video showing how to massage a premature baby includes an introduction on the importance of touch and massage in helping premature infants gain more weight and leave the hospital earlier than babies who are not massaged. Research studies have shown that baby rats stop making growth hormones if their mother either is taken away or is sedated so that she does not lick and nuzzle her babies while they are nursing. Baby rats need a maternal touch to make growth hormones.

Tiffany Field found that premature human infants who were stroked regularly and moved gained 47 percent more weight than did those infants who did not receive such intervention. She urges parents to touch babies as much as possible.

A demonstration of a massage is given with detailed instructions of how to give one. Twelve skin strokes at five seconds each are applied to each region (head, shoulders, back, buttocks, lower limbs, and, finally upper limbs). Slow motions are demonstrated. Following the demonstration, the baby is put into a supine position and massaged.

A scene shows a group of women from New Mexico, called "cuddlers," who give touch and cuddling to babies in a nursery.

Source: Tiffany Field, Mailman Center for Child Development, University of Miami Medical School, P.O. Box 16820, Miami, FL 33101; *Telephone:* (305) 547-6781

Date: 1985 *Length:* 30 minutes, Color

Key Identifiers:
Activities
Attachment
Body Functioning
Caregiver/Child Relationship
Competence (Building Children's)
Intervention with Special Needs Children
Physical Development
Premature Infants
Social/Emotional Development
Social/Emotional Development (Attachment)
Special Needs Children (Premature Infants)
Young Infants (birth to 9 months)

Audience:
Advanced Students
Caregivers
Parents

Menu Planning for Child Care Programs

Reviewers' Opinions: *Audiovisual Quality:* Not available *Content:* Excellent ◆ ◆ ◆ ◆ These slides help caregivers learn about different food groups. Excellent suggestions are given for meeting children's and parents' needs. The menu planning form will be helpful to family child care providers or to cooking staff in a child care center. *Purchase:* Slides/Cassette - $45 *Language:* English *Guide*: A guidebook with pictures of the slides, a script, and a menu planning form is included.

Description:
The accompanying brochure states that *Menu Planning for Child Care Programs* tells how to plan nutritious meals for a number of children in a group or family care setting. Included is information on meal and snack preparation and on financial considerations in meal planning. Types of foods, including finger foods, are shown and suggestions are given for toddlers.

Decisions that must be made before planning the menu are discussed, such as deciding which day of the week the menu should begin and the number of days the menu will cover. Cycle menus lasting three weeks are suggested as having been successful in many programs. Menu planning includes how to select meat, vegetables, fruits, juices, and snacks that will appeal to children and be suitable for serving with each other. The importance of choosing foods to meet the vitamin and mineral requirements of children is discussed. Ideas for interesting and delicious types of foods are suggested for each food group. Including snack foods as part of the total menu is stressed. Menus should be posted where parents and staff can see them. This method helps parents know what the child will be eating during the day and helps them plan the evening meal accordingly.

Suggestions are given for serving food to toddlers. Serving meals family style is recommended. Small plates make a small amount of food look like a lot and prevent children from being given too much food at first. Children prefer to ask for seconds themselves, rather than have too much food on their plates. Caregivers should contact parents to find out the food preferences of the children. Finger foods should be available so that children can feed themselves. Caregivers are shown how to make ordinary foods like hard-boiled eggs into appealing treats for children.

Source: Cornell University AV Center-C, 8 Research Park, Ithaca, NY 14850
Telephone: (607) 256-2091

Date: 1973 *Length:* 72 Slides, Color

Key Identifiers:
Nutrition

Nurturing

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆
Purchase: 16mm Film - $325; Video - $275 *Rental:* $40 *Language:* English *Guide:* None

Description:
Vignettes occurring in real home situations and group care illustrate how thoughtful infant care practices boost the emotional and mental growth of babies. Stranger anxiety is presented as a normal stage of infants' development. The need for careful transitions is stressed so that infants have a chance to become acquainted with new adults as caregivers.

Fathers are shown as caregivers in this film. They converse with their babies and support their infants' safe explorations of a living room environment.

The perceptive comments of Bettye Caldwell, the narrator, add to the usefulness of this film for training caregivers.

Source: Davidson Films, Inc., 850 O'Neill Ave., Belmont, CA 94002; *Telephone:* (415) 591-8319

Length: 17 minutes, Color

Key Identifiers:
Attachment
Caregiver/Child Relationship
Fathers
Separation
Social/Emotional Development (Attachment) (Separation)

Audience:
Advanced Students
Caregivers
Parents

On Their Own/With Our Help

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Good ◆ ◆ ◆ This film is good for demonstrating the Pikler philosophy of respecting infants' inner motivations for learning. *Purchase:* 16mm Film; Video - $240 *Rental:* 16mm Film - $27; Video - $35 *Language:* English *Guide:* None

Description:
According to a descriptive article, this series of documentary episodes shows babies in a variety of situations. Infant specialist Magda Gerber points out appropriate intervention techniques that indicate respect for the babies' capabilities, encourage adults' and infants' collaboration, and allow the babies to make choices and find solutions on their own. This film was produced by the National Commission on Resources for Youth, Inc.

In this film Magda Gerber demonstrates Emmi Pikler's philosophy of allowing infants to solve their own problems, of the importance of caregivers' providing calm and focused attention, of caregivers' reflecting what the child says and does, and of not giving praise. Choosing when not to intervene is demonstrated.

Source: High/Scope Press, 600 North River St., Ypsilanti, MI 48198; *Telephone:* (313) 485-2000, ext. 74. This film is also available from Bradley-Wright Film, Inc., 1 Oakhill Dr., San Anselmo, CA 94960; *Telephone:* (415) 457-6260.

This film was produced to be shown with the film *The Way We See Them: Learning to Observe Infants*, which provides the theoretical foundations for the film described in this review.

Length: 14 minutes, Color

Key Identifiers:
Caregiver/Child Relationship
Competence (Building Children's)
Daily Routines
Gerber
Learning Process
Parents (Concerns and Practices)
Social/Emotional Development
Theories (Gerber)

Audience:
Advanced Students
Caregivers
Parents

Opportunities for Learning

Reviewers' Opinions: *Audiovisual Quality:* Poor ◆ *Content:* Excellent ◆ ◆ ◆ ◆ This film is excellent for showing caregivers how to use simple materials to give children opportunities to explore in different ways. The film also points out the process by which caregivers set up a responsive environment and assist children to learn without understimulating or overstimulating them.
Purchase: 16mm Film - $285 *Rental:* $24 *Guide:* None

Description:
This film highlights the importance of giving children choices in an environment in which they can be active explorers. Four points are emphasized:

1. Children need to have opportunities to play with different materials.
2. Children need time to discover and practice.
3. Children need people to show them new ways, to help with difficulties, and to have fun.
4. Children need freedom to explore their environment.

Materials for playing and learning can be made inexpensively. Children are shown putting things into containers and taking them out using cans, jars, and a toy chest. Pouring is demonstrated with sand and water. Making a noise can be done with an article in an adhesive bandage box, a pie tin and spoon, a tin can and toy, or a tin can and the child's voice. Boxes, plastic jars and lids, cloth bags with zippers, toy chests, and adhesive bandage boxes can be used to help children learn about opening and closing.

Children need time to try things out, practice, and see what happens with objects. Adults can allow children to decide how to use materials, for it is when children are really interested that they are learning. Parents are encouraged to let children try different activities, but to watch for the point when help is needed.

Children need freedom to explore. The film recommends that parents and caregivers, in a noninterfering, helpful manner, provide many opportunities for young children to play with simple materials.

Source: High/Scope Educational Research Foundation, 600 N. River St., Ypsilanti, MI 48198-2898; *Telephone:* (313) 485-2000

Length: 27 minutes, Black and white only

Key Identifiers:
Cognitive/Intellectual Development (Activities to Encourage)
Competence (Building Children's)
Learning Process
Materials
Play

Audience:
Caregivers
Educators
Parents

Out of the Mouths of Babes

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Good ◆ ◆ ◆ The film is good for demonstrating children's stages of language learning. However, much more needs to be said about the importance of the adult in the nourishment and encouragement of a child's language learning. The major message of the film is that children learn language without apparent effort or direct instruction. While this is true with most children, caregivers need to know about the importance of responding to children's early sounds and words, expanding a child's language, providing a simplified language for the child to model from, using descriptive words, and listening to the child. Caregivers play an important part in helping children learn language. *Purchase:* 16mm Film - $450; Video - $300 *Rental:* $55 for 16mm Film or Video *Language:* English *Guide*: None

Description:
The film's major statement is that babies seem to be born with the capacity to learn language. Children practice language, are highly responsive to the human voice, can distinguish sounds early, and learn intonation without adult teaching. The film highlights the sequence of language learning from one-word utterances, to two words, and to more complicated constructions. The child goes beyond imitation and creates sentences. The film demonstrates how the child learns cognitive concepts such as big/little and front/back.

Source: West Glen Films, Filmmakers Library, Inc., 1430 Broadway, New York, NY 10078; *Telephone:* (212) 355-6545

Color

Key Identifiers:
Language Development (Stages)

Audience:
Caregivers
Educators
Parents

The Psychological Birth of the Human Infant

Reviewers' Opinions: *Audiovisual Quality:* Black and white—Poor ◆ *Content:* Excellent ◆ ◆ ◆ ◆ This film is excellent for teaching trainers about the psychological birth of an infant. The content will help trainers assist caregivers in understanding the struggles of infants as they move toward greater independence. This film should spark a great deal of discussion about whether children who are cared for by a family or center child care provider progress through the same stages in the same manner as do children who are reared primarily at home. Many of the terms used in the film may be new and require reading *Oneness and Separateness* by Louise Kaplan.[1] *Purchase:* 16mm Film - $400; Video (1/2" VHS or Beta II) - $300; PAL (3/4") - $550; and SECUM (3/4") - $575 Additional charges are made for shipping and handling. *Rental:* 16mm Film - $100; Video - $75, plus shipping and handling *Language:* English *Guide*: None

Description:
According to a description in a brochure, this film is based on the research of Margaret S. Mahler, who introduces and narrates this film, and her coworkers. The footage was culled from the original research data. In the course of her studies, she sought to find out how the average normal child attains his or her sense of self, identity, and individuality and at the same time recognizes the caregiver as a separate individual.

Key Identifiers:
Attachment
Caregiver/Child Relationship
Individual Differences
Mahler
Parents (Concerns and Practices)

[1] Kaplan, Louise. *Oneness and Separateness*. New York: Simon and Schuster, Inc., 1978.

This film focuses primarily on clips of babies and mothers who are observed in the Mahler Research Foundation. Margaret Mahler beautifully demonstrates the stages that infants progress through in their relationships with their mothers. The first stage is one of symbiosis during which the baby's dependence on the mother is strong. This fusion with the mother is a prerequisite for the later development of the sense of self. The infant's dependence on the mother enables the child to form a secure sense of self, according to Mahler. When a child is about five months old, the separation-individuation stage begins; and the infant gradually develops a sense of self apart from the mother. During the practicing period the baby's new locomotive skills give the baby great pleasure. At about fifteen- to twenty-two-months old, toddlers attempt greater psychological separation from their mothers and then become frightened at how independent they are. During this period the toddler has a renewed need to show the mother objects and share with her. Mahler shows toddlers twenty-four to thirty months old coping more easily with separation from their mothers. These children now have a more lasting sense of self as being separate from others. Because of the academic style in which this film's content is presented, a trainer should be present when this film is shown to caregivers.

Source: Mahler Research Foundation Film Library, P.O. Box 315, Franklin Lakes, NJ 07417; *Telephone:* (201) 891-8240

Date: 1985 *Length:* 50 minutes, Black and white only

Separation
Social/Emotional Development (Attachment) (Separation) (Stages)
Theories (Mahler)

Audience:
Advanced Students
Caregivers
Parents Assisted by a Trainer

Rearing Kibbutz Babies

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆ This film and *Infant Development in the Kibbutz* are both excellent for infant caregivers. Joseph Stone's commentaries enhance the usefulness of both films for training. *Purchase:* 16mm Film - $295 *Rental:* $30
Language: English *Guide:* None

Description:
This film and *Infant Development in the Kibbutz* are similar. They both show infants in their earliest days and months being cared for in an Israeli kibbutz. During their early weeks of life, babies live with their mothers in the infant house. Gradually, the caregiver (*metapelet* in Hebrew) takes over the daily care of the infant. Family members are free to visit during work breaks. As a mother gradually returns to work, she can nurse and visit with her infant. The seasoned calmness and expertise of the caregivers help new mothers to become competent with their babies.

The infant care setting is homelike and airy. Toys are colorful; some are homemade. There is plenty of fresh air and space for the babies. The film conveys the unhurried, leisurely pace of infant care. The respect shown for the rhythms of an infant's days and ways is a fine model for caregivers viewing the film.

Part of the reason for the harmony between caregivers and parents is that they are colleagues and friends on the kibbutz. Infants can feel more secure at having several competent, tender adults interested in their welfare and adept at caring

Key Identifiers:
Caregiver/Child Relationship
Center Child Care
Competence (Building Children's)
Daily Routines
Learning Process

Audience:
Advanced Students
Caregivers
Parents

for them. Early babbling and dexterity are enhanced through caregiver responsiveness and attunement to early infant signals.

Source: Campus Film Distributors Corp., 24 Depot Sq., Tuckahoe, NY 10707
Telephone: (914) 961-1900

Length: 29 minutes, Color

Seeing Infants with New Eyes

Reviewers' Opinions: *Audiovisual Quality:* Excellent ◆ ◆ ◆ ◆ *Content:* Good ◆ ◆ ◆
This film is good for helping professionals and parents learn about Magda Gerber's approach to interacting with babies, which is based on the philosophy of Hungarian pediatrician Emmi Pikler.
Purchase: Video - (1/2" VHS, 1/2" Beta, 3/4") - $65 Rental: $35 (one week) *Language:* English
Guide: None

Description:
This documentary combines a portrait of infant specialist Magda Gerber with a presentation of her philosophy on raising autonomous infants. This film combines Magda's comments with narration by Ned Beatty, testimonials by professionals in infant development, footage of infants practicing skills, Magda eating a snack with toddlers, and some exclusive film from the renowned LOCSZY Institute in Budapest, Hungary, where Magda first trained.

In this film Magda asks people to treat infants with respect. "Allow the baby to become real and genuine." She models beautifully how to communicate with toddlers during a snack time, "Always tell the child what you are going to do." She believes that adults should "allow the baby to do his own learning that he is capable of doing." Magda encourages parents to observe infants during uninterrupted play and to interact with them during routines, "During caring, you develop a caring relationship." She talks about routine tasks such as diapering and feeding times as "emotional, learning, refueling times together." Her film highlights the first few years of a baby's life as extremely important for developing a positive attitude about learning.

Source: Resources for Infant Educarers, 1550 Murray Circle, Los Angeles, CA 90026; *Telephone:* (213) 663-5330

Date: 1985 *Length:* 27 minutes, Color

Key Identifiers:
Body Functioning (Diapering) (Eating/Feeding)
Caregiver/Child Relationship
Communication
Competence (Building Children's)
Daily Routines
Diapering
Eating/Feeding
Feeding
Gerber
Language Development (Communication)
Learning Process
Parents (Concerns and Practices)
Social/Emotional Development
Theories (Gerber)

Audience:
Advanced Students
Caregivers
Parents

Skills for Parents

This series consists of three programs:

1 • ***The Child's Physical and Intellectual Development***
2 • ***Guiding the Child's Emotional Development***
3 • ***The Child's Social and Cultural Development***

Purchase: Filmstrip/Cassette - $139; Filmstrip on Video (VHS or Beta) - $138; U-Matic - $159
Language: English *Guide*: The teacher's guide includes discussion questions, related activities, bibliography, and filmstrip scripts.

Source: Guidance Associates Parents' Magazine Filmstrips, Communications Park, Box 3000, Mount Kisco, NY 10549; *Telephone:* (914) 666-4100; (800) 431-1242

Audience:
Advanced Students
Caregivers
Parents

Program 1 in *Skills for Parents*

The Child's Physical and Intellectual Development

Reviewers' Opinions: *Audiovisual Quality:* Filmstrip - Good ◆ ◆ ◆ *Content:* Good ◆ ◆ ◆

Description:
Parents talk about the importance of playing with their children and show games that encourage early powers of recognition and coordination. The program emphasizes the value of early, natural conversation with and around infants and toddlers. The film stresses the importance of listening and responding to prespeech and early verbal expression.

Ways are modeled to ready toddlers for formal learning at their own pace. The film explains the importance of not forcing preschoolers to learn before they show readiness.

This film shows how parents can support and guide their children's intellectual and physical development by providing opportunities for play and by engaging in activities with their young children.

The emphasis is on ordinary family loving interactions as the matrix out of which early learning and development grow. Language is emphasized through reading and talking with babies and children.

Date: 1978 *Length:* 15 minutes, Color

Key Identifiers:
Cognitive/Intellectual Development
Competence (Building Children's)
Crying
Language Development (Communication—Crying)
Learning Process
Parents (Concerns and Practices)
Physical Development
Toddlers (16–36 months)
Young Infants (birth to 9 months)

Program 2 in *Skills for Parents*

Guiding the Child's Emotional Development

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆ This film is good for entry-level family child-care providers.

Description:
This film examines the impact of parents' emotions on children and suggests basic guidelines for parental behavior. It emphasizes the value of emotional honesty, the constant influence of parental example, and the benefits of discussing feelings with all family members.

This film examines the need to encourage self-reliance in children and shows ways to strengthen their independence and self-confidence. Scenes show how attunement to an infant's temperament and being gentle toward crying will decrease the baby's discomfort. The importance of openness to emotional feelings in a family is stressed.

Date: 1978 *Length:* 15 minutes, Color

Key Identifiers:
Communication
Crying
Emotions
Language Development (Communication—Crying)
Self-esteem
Social/Emotional Development
Social/Emotional Development (Emotions) (Self-esteem)
Young Infants (birth to 9 months)

Program 3 in *Skills for Parents*

The Child's Social and Cultural Development

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Good ◆ ◆ ◆ This film is useful for family child care providers and parents who need to learn about child rearing. The language is easily understood, and the concepts are clear.

Description:
This film explores the parent's role in nurturing ethical values by helping the child to understand rules, rights, and responsibilities. It focuses on the importance of communicating beliefs, demonstrating consistency, and explaining reasons when one defines appropriate behavior for the child.

The film also presents helpful, relaxed approaches to toilet learning and illustrates the value of assigning meaningful household responsibilities to young children and recognizing and praising their contributions.

The following three sometimes delicate issues are examined:

1. The child's introduction to gender role and behavior
2. Criteria for deciding when each child is ready to participate in the preschool or nursery school experience
3. Management of television watching

The importance of nurturing the social development of children is illustrated. Stating rules and setting limits for unacceptable behaviors are frankly discussed. Explaining instead of spanking is very important. Just sending children to bed can make things worse since children are not learning how to behave.

Toilet learning as an accomplishment must be timed to each child's readiness. (For example, the film shows a four-year-old taking a long time to learn.)

Parents need patience when they give chores as family tasks that help children feel important, confident, and responsible.

Date: 1978 *Length:* 14 minutes, Color

Key Identifiers:
Body Functioning
Body Functioning (Toileting)
Discipline (Positive Techniques)
Moral Development
Parents (Concerns and Practices)
Sex Roles
Social/Emotional Development
Toddlers (16–36 months)
Toileting

Spoonful of Lovin'

This series consists of five programs:

1 • ***A Gourmet Guide to Family Home Day Care***
2 • ***Starting from Scratch (Development: Birth to Three Years)***
3 • ***Natural Ingredients (The Preschool and School-Age Child)***
4 • ***A Recipe for Happy Children***
5 • ***A Good Measure of Safety***

Program 3 was not reviewed in this publication.

Purchase: Video (3/4" U-Matic; 1/2" VHS, or Beta I, II, III) - $180 *Rental*: $35 *Language:* English
Guide: A trainer's guide for each program contains a program summary, a statement of the purpose, questions to ask before viewing, questions for discussion, and assignments.

Source: Agency for Instructional Television, Box A, Bloomington, IN 47402
Telephone: (812) 339-2203

Date: 1980 *Length:* Each program lasts 30 minutes. Color

Audience:
Advanced Students
Caregivers
Parents

Program 1 in the series: *Spoonful of Lovin'*

A Gourmet Guide to Family Home Day Care

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆ This film is good for parents who are considering family child care or for people who are thinking of or are already providing family child care.

Description:
The first program provides the basic recipe for family child care. Topics such as qualifications to be a child care provider, concerns and problems of the working parent, and advantages of family child care are discussed.

The video begins with several parents discussing what they want in a family child care program. The feelings of parents when they are leaving the baby for the first time are highlighted.

The advantages of family child care are portrayed. These include providing a child with real life experiences and having one consistent caregiver. The important qualities and skills of a family child care provider are discussed as well. A person must want and like to be in the child care business, have energy and time, be able to talk on the children's level, have a genuine love for children, have good training in and understanding of child development, be able to empathize with children's feelings, and be able to provide a safe environment and nutritious food.

The advantages of having a license are discussed. Specific questions about standards and licensing procedures for child care homes have been omitted, since these requirements differ from state to state.

The film shows wonderful scenes of caregivers reading stories, baking, giving puppet shows, and providing outdoor activities.

Key Identifiers:
Caregiver/Parent Relationship
Family Child Care
Parent (Caregiver/Parent Relationship)
Program Management
Training Family Child Care Providers

Program 2 in the series: *Spoonful of Lovin'*

Starting from Scratch (Development: Birth to Three Years)

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Good ◆ ◆ ◆ Several problems keep this film from being rated excellent. Some poor health practices appear: a child is seen finger-painting with chocolate pudding, and a baby is shown eating a chocolate cookie to demonstrate motor development. While potty chairs are recommended, the health dangers of potty chairs are not discussed.

The video shows a nice vocalizing interaction between a caregiver and child. However, this scene begins with the baby's demonstrating a strong withdrawal cue, arching the back. The film could emphasize more the importance of letting the baby set the pace, but the narration does say to "follow the baby's cues." More demonstration of this advice needs to be given.

The term *toilet training* is used although *toilet learning* reflects the manner in which toddlers need to be able to have a great deal of control over when and how they learn. The film states that sphincter or bowel control is gained at eighteen months. T. Berry Brazelton's research has shown that the average age for control is twenty-seven months. Unrealistic age expectations for toilet learning may lead to caregivers' frustration because the child is not showing interest and is not learning.

Many excellent points, however, are made. This video is one of the few that help caregivers understand that withdrawn and passive behaviors are cues that all is not well with a child. Suggestions are given for working with these children. Also, the film outlines the development of children from birth to three.

Description:

The accompanying guidebook states that this video introduces the fundamentals of child development. The program covers principles of growth and behavior, characteristics of children from birth to three years, signs of lack of stimulation, and toileting.

The importance of the first year of a baby's life for the development of attachment is discussed. The fact that each child has his or her own pattern of development is stressed. Children who are withdrawn and passive, who are exhibiting delayed development, who are poor eaters, or who are frightened and unhappy may need special help to develop normally.

Stimulating activities are suggested for children of different ages. The video highlights the importance of encouraging children's language development.

Caregivers are encouraged not to push toileting but to wait until the child is ready. The advice given to caregivers is, "Wait, look for signs of readiness." Specific steps for helping a child learn to use the toilet are outlined: introduce training gradually, use potty chairs to encourage independence, be friendly, state clearly the behavior you expect, and praise the child.

Key Identifiers:

Body Functioning
Body Functioning (Toileting)
Caregiver/Child Relationship
Competence (Building Children's)
Discipline (Positive Techniques)
Family Child Care
Growth and Development
Play
Program Management
Toileting
Toys

Program 3 in the series *Spoonful of Lovin'*

Natural Ingredients (The Preschool and School-Age Child) was not reviewed because it is for caregivers of older children.

Program 4 in the series *Spoonful of Lovin'*

A Recipe for Happy Children

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆ The film provides excellent training for family child care providers. We disagree that tantrums should be ignored completely. Children often need to know that a caregiver is concerned when they are upset, and they need to have their feelings reflected. (For example, a caregiver might say to a child having a trantrum, "You're feeling very angry because you can't have two ice cream cones. You feel like stomping.")

Description:

Suggestions are given for childproofing and arranging learning areas in family child care homes. Good floor toys, low shelves, and table toys will encourage independent play. Toys that stimulate the imagination, quiet corners for reading, individual sleep places, and outdoor equipment for active play are needed. Children can develop self-sufficiency and independence when they are provided with low hooks for hanging items, materials for helping with cleanup, and stools or steps for reaching sinks.

Carefully planned activities can also help children to become self-sufficient and independent. A warm greeting for each child eases his or her arrival in the morning. Pretend play is valuable for children's emotional development. Sand and water play help children learn concepts. Other examples of carefully planned experiences for children shown in the film are simple daily activities in a garden; caring for pets; story time, music, and art activities; ways to keep mealtime pleasant, calm, and interactive; and children's sticky, wet play with paint or chocolate pudding and touching and testing during cooking.

Parents need caregivers to tell them something positive about their children at the end of the day. A positive approach to discipline is illustrated. It takes effort to be aware of adult speech habits and to change them in order to promote children's self-respect.

The film makes recommendations regarding children's behavior and illustrates a positive approach to discipline. Ways to prevent misbehavior are praising good behavior, giving gentle reminders about rules, being consistent in enforcement, child-proofing the home, having realistic expectations (for example, two-year-olds will spill), and planning varieties of activities. Specific tips are given for actions and words to stop misbehavior. Ignoring some behaviors, such as tantrums and swearing, is advised. Redirection of activities and provision of extra toys for sharing are recommended.

Key Identifiers:

Activities
Caregiver/Child Relationship
Competence (Building Children's)
Discipline (Positive Techniques)
Environments for Infant/Toddler Care
Family Child Care
Play
Program Management
Safety
Self-esteem
Social/Emotional Development (Self-esteem)
Tantrums

Program 5 in the series Spoonful of Lovin'

A Good Measure of Safety

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆ Family child care providers are taught about safety issues. Safety locks for cabinets are not mentioned but should be. Each year 15,000 needless deaths of young children are caused by accidents. This video can definitely help a caregiver reduce the chances of an accident occurring in his or her home.

Description:
This video presents information for caregivers and parents about safety for young children. A child's safety in a car is discussed. Because each year 50,000 children are injured in cribs and 200 die, children's safety in a crib is explained in detail. Ways are shown to make the family child care home childproof to prevent danger. Caregivers are encouraged to see from a child's eye level to become more aware of dangers. Stairs need gates, electric cords must not dangle, furniture should be secured, poisonous substances should be stored out of reach, and plants with poisonous leaves should be avoided.

Toys need to be chosen carefully for safety, and adult supervision is absolutely essential. A toll-free hotline (800) 638-8326 is available for questions concerning toy safety.

First-aid actions for bleeding, breathing trouble, and poison are explained. Bleeding can be controlled with pressure on the bleeding point and elevation of the body part which is bleeding. To learn how to restore breathing or a heart that has stopped beating, every caregiver is urged to take a cardiopulmonary resuscitation (CPR) course. Caregivers should know that cigarettes, alcohol, vitamins, or salt can be poisonous for young children. If poison comes in contact with a child's skin, the caregiver is urged to flood the child's skin with water.

Key Identifiers:
Family Child Care
Program Management
Safety
Toddlers (16–36 months)
Young Infants (birth to 9 months)

The Toddler: Age Two to Three

This series consists of four filmstrip programs:

1 • ***Responsibility and Self-reliance***
2 • ***Play and Playmates***
3 • ***Language***
4 • ***Thought***

Purchase: Filmstrip/Cassette - $129 *Language:* English *Guide*: A guidebook contains an introduction, the filmstrip's narrative, preview questions and activities, review questions and activities, and spirit masters.

Source: Campus Film Distributors Corp., 24 Depot Sq., Tuckahoe, NY 10707
Telephone: (914) 961-1900

Audience:
Caregivers
Parents

Date: 1977 *Length:* Each filmstrip lasts approximately ten minutes. Color

Program 1 in the series The Toddler

Responsibility and Self-reliance

Reviewers' Opinions: *Audiovisual Quality:* Good ◆◆◆ *Content:* Good ◆◆◆ A discussion about authoritative discipline and avoiding battles of will with toddlers should follow viewing of this filmstrip.

Description:

New abilities give toddlers an exciting sense of responsibility and self-reliance. Self-help skills are encouraged, such as toothbrushing, dressing, helping to clean up, and toilet learning. Adults are encouraged not to push. The filmstrip states, however, that between eighteen and twenty-four months, toddlers become interested in using the toilet. T. Berry Brazelton's research shows that the average age for toddlers becoming trained is twenty-seven months. Thus, many toddlers are not ready when they are between eighteen and twenty-four months of age.

Adults are advised to be patient. A toddler's desire to be independent has two sides: one that promotes independence and self-reliance and the other that makes toddlers stubborn and resistant. Caregivers should model responsible behavior. Adult example is urged to help toddlers learn sex roles and responsibilities. Adults are encouraged to avoid the extremes of punishment or permissiveness with toddlers. Controlling, critical, and punishing parents make toddlers feel bad about themselves. Children interpret permissiveness as lack of parental love and interest. Caregivers are encouraged to set and enforce reasonable and consistent limits.

Key Identifiers:

Autonomy
Body Functioning (Toileting)
Discipline
Self-esteem
Self-help Skills
Sex Roles
Social/Emotional Development
Social/Emotional Development (Autonomy) (Self-esteem)
Toddlers (16–36 months)
Toileting

Program 2 in the series *The Toddler*

Play and Playmates

Reviewers' Opinions: *Audiovisual Quality:* Good ◆◆◆ *Content:* Good ◆◆◆ This filmstrip is for parents and child care providers, but it does not give caregivers enough understanding of how early social awareness and sociable play can begin and how toddlers can enjoy and benefit from being with each other.

Description:

Play is explained as a child's work to increase creativity, coordination, dexterity, language ability, symbolic thinking skills, and social relationships with other children. Play is encouraged as a way for children to work on anxious or aggressive feelings.

The stages of play, beginning with interest in another child to side-by-side play and then to interacting, communicating, and cooperating, are explained. Simple toys that twist, roll, bend, or stack are recommended. According to the filmstrip, "Tools are just as much fun for little girls as little boys," (frame 60); and "Dolls can help little boys practice for the day they'll be fathers" (frame 61).

Imaginary playmates are discussed. The narrative states that most imaginary playmates are harmless, require no concern, and soon fade away. However, some result from a toddler's unhappiness. Parents may need to be especially loving and reassuring when such is the case.

Caregivers are encouraged to play with toddlers at their own level and to let toddlers tell them how to play.

Key Identifiers:

Competence (Building Children's)
Fears
Peer Relations
Play
Sex Roles
Social/Emotional Development (Fears) (Peer Relations) (Stages)
Toddlers (16–36 months)
Toys

Program 3 in the series *The Toddler*

Language

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Good ◆ ◆ ◆ The filmstrip fails to show that physical causes may limit a child's hearing and speaking abilities. For example, one frame contains the statements, "My pediatrician said the only thing to worry about was my worrying! When Gary was ready, he would take off. And he did. Like a rocket!" (frame 47). Many children do take off. Parents, however, should encourage pediatricians to look for factors that may be inhibiting the child's ability to hear and speak normally, such as fluid in the middle ear.

Other than the omission described above, the filmstrip provides excellent explanations for the development of language in toddlers and for encouraging caregivers to listen to and talk with toddlers.

Description:
The ability to express oneself is an important part of growing up. Imitation is not the only explanation for how toddlers learn language. They also discover the general rules for language. Two-word sentences begin when children are about eighteen months old. By twenty-four months toddlers can make sentences of up to six or more words. By two and one-half years, some toddlers can make long complex sentences with auxiliary words such as *can* and *will*.

Adults are encouraged to talk frequently and normally with their children. The filmstrip recommends that adults not correct mistakes, but rather that they model correct language. Caregivers are encouraged to listen and read to young children.

Key Identifiers:
Activities
Communication
Competence (Building Children's)
Language Development (Communication) (Stages)
Toddlers (16–36 months)

Program 4 in the series *The Toddler*

Thought

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆

Description:
The abilities for reasoning, remembering, imagining, anticipating, and analyzing grow rapidly from eighteen months of age, particularly when symbolic thought, using signs and symbols, becomes possible.

Toddlers begin to develop complex thought processes, yet they may still believe balls or foods are alive like persons. Also, the filmstrip shows how a toddler may believe that buttons widely spaced seem like more, even if fewer buttons are used. Toddlers still think that everything is caused by humans and humans are magically powerful. An egocentric toddler, for example, expects that a parent can make a balloon come back although it has floated far away.

The world is full of magic. The film discusses how this concept can be fun and scary for a toddler. Adults need to give clear, simple explanations and always to answer toddlers' many questions. When toddlers feel secure, toys and blocks can help them learn. Drawing and painting promote creativity. Good books open doors to new worlds. Fantasy and make-believe play mean the toddler's mind is active.

The filmstrip has beautiful visual examples of each concept of representation, pretend play, fantasy versus reality, animism, and egocentrism.

Key Identifiers:
Activities
Cognitive/Intellectual Development (Activities to Encourage)
Competence (Building Children's)
Learning Process
Materials
Toddlers (16–36 months)
Toys

Toddlers

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Excellent ◆ ◆ ◆ ◆ This filmstrip helps caregivers understand why toddlers have a difficult time and need to say no. It also emphasizes the delightful side of toddlers. This motivating, positive filmstrip will help caregivers see toddlers in a new light and enjoy these children more. It may help caregivers feel that they can survive the terrible twos. *Purchase:* Filmstrip/Cassette - $35 *Rental:* Free 15-day approval *Languages:* Bilingual Spanish/English cassette tape *Guide:* An eight-page study guide in English presents the purpose of the unit, key concepts, background information, main ideas, activities, and a checklist.

Description:
Why toddlerhood is such a difficult period is discussed. Running, climbing, and jumping are described as being important to the toddler's well-being. The importance of a toddler's asserting his or her will is explained, and ideas for positive discipline are suggested. The importance of talking and listening, ideas for toilet learning, suggestions for handling tantrums, the reasons for fears and nightmares, and activities for toddlers are all included. The guide has a place for caregivers to list the toys and materials that they have and those they would like to provide.

Source: Meridian Education Corporation. Library Filmstrip Center, 205 E. Locust St., Bloomington, IN 61701; *Telephone:* (309) 827-5455

Date: 1979 Curriculum Concepts, Inc. *Length:* Ten minutes, Color

Key Identifiers:
Body Functioning (Toileting)
Caregiver/Child Relationship
Competence (Building Children's)
Discipline (Behavior Problems) (Positive Techniques)
Fears
Social/Emotional Development
Social/Emotional Development (Fears)
Tantrums
Toddlers (16–36 months)
Toileting

Audience:
Caregivers
Parents

A Very Practical Guide to Discipline with Young Children: Conversations with Grace Mitchell—Part One, Part Two, and Part Three

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Good ◆ ◆ ◆ While some audiences may find the discussion approach in this film boring, the good advice presented will keep most people's attention. The video could be stopped and the audience members encouraged to discuss similar examples of their own. *Purchase:* Video (3/4" U-Matic, 1/2" VHS, or Beta) - $195 *Rental:* $39 (one week) *Language:* English *Guide:* The book *A Very Practical Guide to Discipline with Young Children* is available from Gryphon House Publishers.

Description:
According to a catalog describing the videotape, discipline is usually thought of as something to do to children. However, the word *discipline* comes from the word *disciple*. A disciple is the follower of a wise and good teacher.

Grace Mitchell's three tapes on discipline contain material primarily for preschool children and teachers. However, all of the techniques discussed are also applicable to toddlers. Her loving manner and common sense approach to discipline

Key Identifiers:
Discipline (Behavior Problems) (Positive Techniques)
Preschoolers (3–5 years)
Self-esteem
Social/Emotional Development (Self-esteem)
Toddlers (16–36 months)

help make the topic understandable. She emphasizes the importance of building children's self-esteem and helping them feel that "I am" and "I can." She recommends a four-stage approach for dealing with children's inappropriate behavior: (1) hesitate, (2) investigate, (3) evaluate, and (4) communicate.

Audience:
Advanced Students
Caregivers
Parents

Source: Gryphon House, 3706 Otis St., P.O. Box 275, Mt. Rainer, MD 20712
Telephone: (800) 638-0928

Length: Part One, 23 minutes; Part Two, 30 minutes; and Part Three, 30 minutes, Color

A Young Child Is

Reviewers' Opinions: *Audiovisual Quality:* Good ◆ ◆ ◆ *Content:* Good ◆ ◆ ◆ This film requires the guidance of a trainer. While the message is excellent, a few scenes portray inappropriate adult behavior. A child is seen throwing things into a lake and standing very close to the edge without adult supervision. In a cooking scene a mother does not let her toddler crack an egg, although many two-year-olds can learn to crack eggs very well. Instead, she takes the egg away. A play group is shown, but the adult caregiver shows stress because of a negative, ignoring toddler. A toddler in the play-group shows inappropriate aggressive behavior, and positive discipline techniques are not demonstrated. Rather, the adult shrilly says, "No!" to the child instead of explaining what the toddler can or should do.

The overall message that caregivers can facilitate young children's learning by setting up a responsive environment is a very important one. *Purchase:* Video - $300; 16 mm Film - $425 *Rental*: $50 per week *Guide*: A brochure gives suggestions for educators to follow before and after viewing the film and includes a brief discussion guide.

Description:
Seven children from three months to four years old are shown actively engaged in various kinds of learning; for example, learning to trust others, to speak, to walk, to use their bodies for motor exploration, to perform a scientific experiment in a casual way, and to ice skate without being taught. An eighteen-month-old child is filmed concentrating on a task to show that a toddler's attention span can be long when the child initiates an activity, such as scavenging materials to throw into a lake.

The film demonstrates how toddlers want to do things themselves, but they need to know that they can get lots of love and help. A long, leisurely bath sequence shows how much sensuous pleasure and learning (pouring, filling, and so forth) can be gained during routines. During a cooking activity, a mother talks a great deal with her participating toddler. The message is that babies become competent as they are included in important adult activities, such as baking a cake.

The film emphasizes that children learn by doing and that toddlers should not be pressured as they struggle with new learning. Insights are offered as to how adults might foster, rather than interrupt, the ongoing process of learning.

Key Identifiers:
Activities
Cognitive/Intellectual Development
Competence (Building Children's)
Daily Routines
Learning Process

Audience:
Advanced Students
Caregivers
Parents

Source: Lawren Productions, Inc., Box 666, Mendocino, CA 95460; *Telephone:* (707) 937-0536

Date: Reissued in 1983 *Length:* 27 minutes, Color

INDEX OF ANNOTATED TITLES WITH AUDIOVISUAL INFORMATION

An Absolute Beginner's Guide to the Autoharp 1
Video • English • 30 min.

Amazing Newborn 1
Video; 16mm Film • English • 25 min.

Babies and Their Parents: An Overview of Our Approach 2
16mm Film • English • 20 min.

Babies Are People, Too 3
Video; 16mm Film • English • 27 min.

Babies in Family Day Care 4
Slides/Cassette • English • 93 slides

Babies Like Attention 5
16mm Film • English • 13 min.

Bank Street's Family Day Care Cassettes: Health and Safety 6
Audiocassette • English • 3 cassettes, 30 min. each

Brianna, A Two-Year-Old in a Group Setting 7
Video • English • 15 min.

Caring for Infants and Toddlers 8
Video • English • 17 min.

The Child: Part 4, Three- to Four-Year-Olds 8
Video; 16mm Film • English • 30 min.

Child's Play 9
Video; 16mm Film • English, Spanish • 20 min.

Come In and Play (Found and Scrounged Environments for Children) 10
Slides/Cassette • English • 77 Slides

Day Care: A Comprehensive Look— Infants and Toddlers 11
Filmstrip/Cassette • English • Series of 12 filmstrips

Day Care for a Kibbutz Toddler 12
16mm Film • English • 28 min.

Day to Day with Your Child **(Program 1):** ***The First Three Months*** 13
Filmstrip; Video • English • 34 min. total

Day to Day with Your Child **(Program 2):** ***The Infant's Communication*** 13
Filmstrip; Video • English • 34 min. total

Day to Day with Your Child **(Program 3):** ***Communicating with the Toddler and Preschooler*** 14
Filmstrip; Video • English • 34 min. total

Day to Day with Your Child (Program 4): *Common Problems* 14
Filmstrip; Video • English • 34 min. total

Day to Day with Your Child (Program 5): *Discipline—What Is It?* 15
Filmstrip; Video • English • 34 min. total

Development of Infant Feeding Skills 16
Video; 16mm Film • English • 24 1/2 min.

Ego Development: The Core of a Healthy Personality 16
Video; 16mm Film • English • 20 min.

Exploring New Feelings 17
Video • English • 32 min.

Feeding Skills: Your Baby's Early Years 17
Video; 16mm Film • English, Spanish • 24 1/2 min.

First Moves: Welcoming a Child to a New Caregiving Setting 19
Video • Chinese, English, Spanish • 26 min.

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The Handicapped Child (Program 2): *Risk Factors* 21
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The Handicapped Child (Program 3): *Initial Assessment and Intervention* 22
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The Handicapped Child (Program 4): *Intervention: Sensory/Motor Development* 23
Filmstrip/Cassette; Slides/Cassette; Video • English • 26 min.

The Handicapped Child (Program 5): *Intervention: Cognitive/Language Development* 23
Filmstrip/Cassette; Slides/Cassette; Video • English • 29 min.

The Handicapped Child (Program 6): *Intervention: Social/Emotional Development* 24
Filmstrip/Cassette; Slides/Cassette; Video • English • 29 min.

The Handicapped Child (Program 7): *Intervention: Adaptive Behavior* 25
Filmstrip/Cassette; Slides/Cassette; Video • English • 19 min.

The Handicapped Child (Program 8): *Intervention: Self-help Skills* 25
Filmstrip/Cassette; Slides/Cassette; Video • English • 23 min.

How an Average Child Behaves (Program 1): *From Birth to One: A Time of Remarkable Growth* 26
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How an Average Child Behaves (Program 2): *From One to Two: The Toddler Emerges* 27
Filmstrip; Video • English • 37 min. total

How an Average Child Behaves (Program 3): *From Two to Three: Pushing for Independence* 27
Filmstrip; Video • English • 37 min. total

Human Development: The First Two and One-half Years (Program 1): *Pregnancy, Birth, and the Newborn* 28
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Human Development: The First Two and One-half Years (Program 2): *Physical Growth and Motor Development* 29
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Human Development: The First Two and One-half Years (Program 3): *The Development of Understanding* 29
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Human Development: The First Two and One-half Years (Program 4): *Styles of Interaction* 30
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Human Development: The First Two and One-half Years (Program 5): *Emotional and Social Development, Part 1* 31
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Human Development: The First Two and One-half Years (Program 6): *Emotional and Social Development, Part 2* 32
Filmstrip/Cassette • English • 20 min.

Human Development: The First Two and One-half Years (Program 7): *Language Development* 32
Filmstrip/Cassette • English • 20 min.

Human Development: A New Look at the Infant (Program 1): *Development of Self: Three Views* 33
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Human Development: A New Look at the Infant (Program 2): *Social Cognition, Part 1* 34
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Human Development: A New Look at the Infant (Program 3): *Social Cognition, Part 2* 35
Filmstrip/Cassette; Slides/Cassette; Video • English • 19 min.

Human Development: A New Look at the Infant (Program 4): *Infant Communication* 36
Filmstrip/Cassette; Slides/Cassette; Video • English • 23 min.

Human Development: A New Look at the Infant (Program 5): *Attachment* 36
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Infant as a Person 38
Filmstrip/Cassette • English, Spanish • 10 min.

Infant Care (Program 1): *Daily Care of the Infant* 39
Filmstrip/Cassette • English • 30 min.

Infant Care (Program 4): *An Environment for Growth and Stimulation* 40
Filmstrip/Cassette • English • 30 min.

Infant Development in the Kibbutz 40
16mm Film • English • 23 min.

An Innovative Approach to Teaching Parenting: The Infant Videotape and Instructor's Guide 41
Video • English • 75 min.

A Journey Through the First Year of Life 42
Video • English • 50 min.

Joyful Noises 43
Video; 16mm Film • English • 15 min.

Learning in the Home (Program 1): *The Teachable Moments* 44
Filmstrip/Cassette • English • 10 min.

Learning in the Home (Program 2): *Cooking* 44
Filmstrip/Cassette • English • 10 min.

Learning in the Home (Program 3): *Reading* 45
Filmstrip/Cassette • English • 10 min.

Life's First Feelings 45
Video • English • 50 min.

Love and Identity (Program 1): *The Subject Is Love* 46
Filmstrip/Cassette • English • 10 min.

Love and Identity (Program 2): *The Need for Attention* 47
Filmstrip/Cassette • English • 10 min.

Love and Identity (Program 3): *Food and Love: Food Misunderstood* 47
Filmstrip/Cassette • English • 10 min.

Love and Identity (Program 4): *Love and Independence* 48
Filmstrip/Cassette • English • 10 min.

Love and Identity (Program 5): *The Oedipal Phase* 48
Filmstrip/Cassette • English • 10 min.

Lunchtime with Babies 48
Video • English • 13 min.

Massage Videotape 49
Video • English • 30 min.

Menu Planning for Child Care Programs 50
Slides/Cassette • English • 72 Slides

Nurturing 51
Video; 16mm Film • English • 17 min.

On Their Own/With Our Help 51
Video; 16mm Film • English • 14 min.

Opportunities for Learning 52
16mm Film • English • 27 min.

Out of the Mouths of Babes 53
Video; 16mm Film • English

The Psychological Birth of the Human Infant 53
Video; 16mm Film • English • 50 min.

Rearing Kibbutz Babies 54
16mm Film • English • 29 min.

Seeing Infants with New Eyes 55
Video • English • 27 min.

Skills for Parents (Program 1): *The Child's Physical and Intellectual Development* 56
Filmstrip/Cassette; Video • English • 15 min.

Skills for Parents (Program 2): *Guiding the Child's Emotional Development* 57
Filmstrip/Cassette; Video • English • 15 min.

Skills for Parents (Program 3): *The Child's Social and Cultural Development* 57
Filmstrip/Cassette; Video • English • 14 min.

Spoonful of Lovin' (Program 1): *A Gourmet Guide to Family Home Day Care* 58
Video • English • 30 min.

Spoonful of Lovin' (Program 2): *Starting from Scratch (Development: Birth to Three Years)* 59
Video • English • 30 min.

Spoonful of Lovin' (Program 3): *Natural Ingredients (The Preschool and School-Age Child)* 60
Video • English • 30 min.

Spoonful of Lovin' (Program 4): *A Recipe for Happy Children* 60
Video • English • 30 min.

Spoonful of Lovin' (Program 5): *A Good Measure of Safety* 61
Video • English • 30 min.

The Toddler: Age Two to Three (Program 1): *Responsibility and Self-reliance* 62
Filmstrip/Cassette • English • 10 min.

The Toddler: Age Two to Three (Program 2): *Play and Playmates* 62
Filmstrip/Cassette • English • 10 min.

The Toddler: Age Two to Three (Program 3): *Language* 63
Filmstrip/Cassette • English • 10 min.

The Toddler: Age Two to Three (Program 4): *Thought* 63
Filmstrip/Cassette • English • 10 min.

Toddlers 64
Filmstrip/Cassette • English, Spanish • 10 min.

A Very Practical Guide to Discipline with Young Children:
Conversations with Grace Mitchell—Part One, Part Two, and Part Three 64
Video • English • 23–30 min. each

A Young Child Is 65
Video; 16mm Film • English • 27 min.

COMPLETE LIST OF

Videos, Films, Filmstrips, and Slide-Cassette Programs for Caregivers of Infants/Toddlers

Reviewed by Alice Honig and Donna Wittmer

This list contains all the materials reviewed through December, 1986. Those materials that are listed here but not annotated in the guide were not recommended as training aids for caregivers of infants and toddlers. The materials that are annotated are found in the previous section.

An Absolute Beginner's Guide to the Autoharp
Source: Gryphon House
Status: Reviewed and annotated

Active Parenting
Source: Guidance Associates
Status: Reviewed—not appropriate for caregivers of infants/toddlers

Amazing Newborn
Source: Polymorph Films, Inc.
Status: Reviewed and annotated

Babies and Their Parents: An Overview of Our Approach
Source: High/Scope Press
Status: Reviewed and annotated

Babies Are People, Too
Source: Churchill Films
Status: Reviewed and annotated

Babies in Family Day Care
Source: Cornell University AV Center-C
Status: Reviewed and annotated

Babies Like Attention
Source: High/Scope Press
Status: Reviewed and annotated

Baby's First Four Months
Source: Sterling Educational Films
Status: Reviewed—not recommended

Bank Street's Family Day Care Cassettes: Health and Safety
Source: Bank Street College
Status: Reviewed and annotated

Best of American Baby
Source: The Best of American Baby
Status: Reviewed—We do not recommend this video for teachers or caregivers. However, it is being revised, and a new one will be available at no cost in the fall.

Brianna, A Two-Year-Old in a Group Setting

Source: Cornell University AV Center-C
Status: Reviewed and annotated

Caring for Infants and Toddlers

Source: National Association for the Education of Young Children (NAEYC)
Status: Reviewed and annotated

The Child Series

The Child: Part 4, Three- to Four-Year-Olds
Source: CRM Films
Status: Reviewed and annotated

Child's Play

Source: McGraw-Hill Training Systems
Status: Reviewed and annotated

The Child's Point of View

Source: Guidance Associates
Status: Reviewed—not recommended because it is about older children

Come In and Play (Found and Scrounged Environments for Children)

Source: Cornell University AV Center-C
Status: Reviewed and annotated

Come Out and Play

Source: Cornell University AV Center-C
Status: Reviewed—not recommended because it is about older children

Creative Parenting

Status: Reviewed and not recommended because the information specifically addresses the interests and problems of parents

Day Care: A Comprehensive Look

A series of six programs:

1. ***Day Care: What and Why***
2. ***Physical Facilities***
3. ***Infants and Toddlers***
4. ***Family Day Care***
5. ***Day Care After School***
6. ***Parents***

Source: Campus Film Distributors
Status: Reviewed and annotated—recommended: *Infants and Toddlers*; reviewed—not recommended: *Day Care: What and Why* and *Family Day Care*

Day Care for a Kibbutz Toddler

Source: Campus Film Distributors
Status: Reviewed and annotated

Day to Day with Your Child

A series of five programs:

1. ***The First Three Months***
2. ***The Infant's Communication***
3. ***Communicating with the Toddler and Preschooler***
4. ***Common Problems***
5. ***Discipline—What Is It?***

Source: Guidance Associates
Status: Reviewed and annotated

Development of Infant Feeding Skills

Source: Churchill Films
Status: Reviewed and annotated

Development of Means for Achieving Desired Ends

Source: High/Scope Press
Status: Reviewed—not recommended

Early Childhood Curriculum—Series One

Source: Campus Film Distributors
Status: Reviewed—not recommended because these filmstrips show older preschoolers

Early Childhood Curriculum—Series Two

Source: Campus Film Distributors
Status: Reviewed—not recommended because these filmstrips show older preschoolers

Early Learning: An Introduction to the Stages of Development in Infancy

Source: High/Scope Press
Status: Reviewed—not recommended

Ego Development: The Core of a Healthy Personality

Source: Davidson Films, Inc.
Status: Reviewed and annotated

Emotional Ties in Infancy

Source: National Audiovisual Center
Status: Reviewed—not recommended

Exploring New Feelings

Source: National Institute for Mental Health
Status: Reviewed and annotated

Feeding Skills: Your Baby's Early Years

Source: Churchill Films
Status: Reviewed and annotated

First Moves: Welcoming a Child to a New Caregiving Setting

Source: California State Department of Education
Status: Reviewed and annotated

Food and Nutrition

Source: Guidance Associates
Status: Reviewed

Gross Motor Development, Parts 1 and 2

Source: Sterling Educational Films
Status: Reviewed—not recommended

The Handicapped Child: Infancy Through Preschool

A series of eight separate films:

1. ***The Family Crisis***
2. ***Risk Factors***
3. ***Initial Assessment and Intervention***
4. ***Intervention: Sensory/Motor Development***
5. ***Intervention: Cognitive/Language Development***
6. ***Intervention: Social/Emotional Development***
7. ***Intervention: Adaptive Behavior***
8. ***Intervention: Self-help Skills***

Source: Concept Media
Status: Reviewed and annotated

Help! I'm a New Parent

Source: Churchill Films
Status: Reviewed—not recommended because the script is written specifically for parents

How an Average Child Behaves: From Birth to Age Five

A series of five filmstrips:

1. ***From Birth to One: A Time of Remarkable Growth***
2. ***From One to Two: The Toddler Emerges***
3. ***From Two to Three: Pushing for Independence***
4. ***From Three to Four: Socialization Is the Task***
5. ***From Four to Five: Entering the Big World***

Source: Guidance Associates Parents' Magazine Filmstrips
Status: Reviewed and annotated—recommmended: *From Birth to One: A Time of Remarkable Growth; From One to Two: The Toddler Emerges;* and *From Two to Three: Pushing for Independence*
Reviewed—not recommended because these filmstrips are about older children: *From Three to Four: Socialization Is the Task* and *From Four to Five: Entering the Big World.*

Hugs 'n' Kids—Parenting Your Preschooler

Source: Film Fair Communications
Status: Reviewed—not recommended because the content is for parents of preschoolers

Human Development: The First Two and One-half Years

A series of seven filmstrip programs:

1. ***Pregnancy, Birth, and the Newborn***
2. ***Physical Growth and Motor Development***
3. ***The Development of Understanding***
4. ***Styles of Interaction***
5. ***Emotional and Social Development, Part 1***
6. ***Emotional and Social Development, Part 2***
7. ***Language Development***

Source: Concept Media
Status: Reviewed—*Pregnancy, Birth, and the Newborn*
Reviewed and annotated—*Physical Growth and Motor Development; The Development of Understanding; Styles of Interaction; Emotional and Social Development, Part 1; Emotional* and *Social Development, Part 2;* and *Language Development*

Human Development: A New Look at the Infant
A series of five separate programs:
1. ***Development of Self: Three Views***
2. ***Social Cognition, Part 1***
3. ***Social Cognition, Part 2***
4. ***Infant Communication***
5. ***Attachment***

Source: Concept Media
Status: Reviewed and annotated

In Our Care
Source: Laurie DeVault
Status: Reviewed and annotated

In the Beginning: The Process of Infant Development
Source: Davidson Films, Inc.
Status: Reviewed and annotated

Infant as a Person
Source: Meridian Education Corporation
Status: Reviewed and annotated

Infant Care
A series of four separate filmstrip programs:
1. ***Daily Care of the Infant***
2. ***Food and Nourishment for Growth and Health***
3. ***The Healthy Infant***
4. ***An Environment for Growth and Stimulation***

Source: Campus Films Distributors Corp.
Status: Reviewed and annotated—recommended: Filmstrips 1 and 4; reviewed—not recommended: Filmstrips 2 and 3

Infant Development in the Kibbutz
Source: Campus Film Distributors Corp.
Status: Reviewed and annotated

Infant Reflexes
Source: Lawren Productions, Inc.
Status: Reviewed—not recommended because of the technical material

An Innovative Approach to Teaching Parenting: The Infant Videotape and Instructor's Guide
Source: Downeast Health Services, Inc.
Status: Reviewed and annotated

A Journey Through the First Year of Life

Source: American Baby Cable
Status: Reviewed and annotated

Joyful Noises

Source: Cornell University AV Center-C
Status: Reviewed and annotated

Learning in the Home

A series of five filmstrip programs:

1. ***The Teachable Moments***
2. ***Cooking***
3. ***Reading***
4. ***Number Concepts***
5. ***Using TV Wisely***

Source: Guidance Associates
Status: Reviewed and annotated—recommended: *The Teachable Moments, Cooking, and Reading;* reviewed—not recommended because these filmstrips are about older children: *Number Concepts* and *Using TV Wisely*

Life's First Feelings

Source: Coronet Films and Video
Status: Reviewed and annotated

Love and Identity

A series of five filmstrip programs:

1. ***The Subject Is Love***
2. ***The Need for Attention***
3. ***Food and Love: Food Misunderstood***
4. ***Love and Independence***
5. ***The Oedipal Phase***

Source: Guidance Associates
Status: Reviewed and annotated—recommended: *The Subject Is Love, The Need for Attention, Food and Love: Food Misunderstood,* and *Love and Independence;* reviewed—not recommended because this filmstrip is about older children: *The Oedipal Phase*

Lunchtime with Babies

Source: Cornell University AV Center-C
Status: Reviewed and annotated

Massage Videotape

Source: Tiffany Field
Status: Reviewed and annotated

Menu Planning for Child Care Programs

Source: Cornell University AV Center-C
Status: Reviewed and annotated

Nurturing

Source: Davidson Films, Inc.
Status: Reviewed and annotated

On Their Own/With Our Help

Source: High/Scope Press or Bradley-Wright Film, Inc.
Status: Reviewed and annotated

Opportunities for Learning

Source: High/Scope Press
Status: Reviewed and annotated

Out of the Mouths of Babes

Source: West Glen Films, Filmmakers Library, Inc.
Status: Reviewed and annotated

Play and Self-expression

Source: Guidance Associates
Status: Reviewed —not recommended because the content concerns older children

The Prenatal Period and Infancy

A series of four filmstrip programs:

1. ***Conception to Birth***
2. ***Birth to Six Months***
3. ***Six Months to One Year***
4. ***One Year to Two Years***

Source: Campus Films
Status: Reviewed—not recommended

Problem Behavior

Source: Guidance Associates
Status: Reviewed—not recommended because the content concerns older children

Promises . . . for Parents

Source: South Carolina Educational Television
Status: Reviewed—not recommended

The Psychological Birth of the Human Infant

Source: Mahler Research Foundation Film Library
Status: Reviewed and annotated

Rearing Kibbutz Babies

Source: Campus Film Distributors Corp.
Status: Reviewed and annotated

Seeing Infants with New Eyes

Source: Resources for Infant Educarers
Status: Reviewed and annotated

The Sensational Baby

A series of two films:

1. ***Part One: From the Beginning to Birth***
2. ***Part Two: From Birth On***

Source: Polymorph Films
Status: Reviewed—not recommended because these films focus primarily on parents and their newborn infants. These are excellent for expectant parents and parents of newborns.

Skills for Parents

A series of three programs:

1. ***The Child's Physical and Intellectual Development***
2. ***Guiding the Child's Emotional Development***
3. ***The Child's Social and Cultural Development***

Source: Guidance Associates Parents' Magazine Filmstrips
Status: Reviewed and annotated

Small Muscle Development: Part 1
Small Muscle Development: Part 2
Small Muscle Development: Part 3

Source: Sterling Educational Films
Status: Reviewed—not recommended

Spoonful of Lovin'

Five 30-minute programs in child care skills for family day care providers, parents, teachers, or anyone who works with children

1. ***A Gourmet Guide to Family Home Day Care***
2. ***Starting from Scratch (Development: Birth to Three Years)***
3. ***Natural Ingredients (The Preschool and School-Age Child)***
4. ***A Recipe for Happy Children***
5. ***A Good Measure of Safety***

Source: Agency for Instructional Television
Status: Reviewed and annotated

The Toddler: Age Two to Three

A series of four filmstrip programs:

1. ***Responsibility and Self-reliance***
2. ***Play and Playmates***
3. ***Language***
4. ***Thought***

Source: Campus Film Distributors Corp.
Status: Reviewed and annotated

Toddlers

Source: Meridian Education Corporation
Status: Reviewed and annotated

Tumbling for Tots

Source: Tumbling for Tots, Florida
Status: Reviewed—not recommended

A Very Practical Guide to Discipline with Young Children: Conversations with Grace Mitchell—Part One, Part Two, and Part Three

Source: Gryphon House
Status: Reviewed and annotated

A Young Child Is

Source: Lawren Productions, Inc.
Status: Reviewed and annotated

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KEY IDENTIFIERS FOR

Films, Videos, Filmstrips, and Slide–Cassette Programs

The following list of key identifiers was used to specify content in materials reviewed and annotated for this guide. Several key identifiers appear in each entry, giving an overview of topics covered by each particular film, video, filmstrip, and slide-cassette program. The key identifiers also build the "Index of Key Identifiers," which can be used to locate annotations of materials on specific topics.

A

Activities
Activity Centers
Anger
Assessment
Attachment
Autonomy

B

Bathing
Behavior Modification
Behavioral States of the Infant
Body Functioning
- Diapering
- Eating/Feeding
- Masturbation
- Self-comforting
- Thumb-sucking
- Toileting

C

Caregiver/Child Relationship
Caregiver/Parent Relationship
Center Child Care
Child Abuse Prevention
Clothing
Cognitive-Developmental Theory
Cognitive/Intellectual Development
- Activities to Encourage
- Delay and/or Disability
- Stages

Cognitive-Maturational Theory
Communication
Competence (Building Children's)
Crying

D

Daily Routines
Diapering
Discipline
- Behavior Problems
- Positive Techniques

E

Eating/Feeding
Emotions
Environments for Infant/Toddler Care
- Activity Centers
- Equipment

Equipment for Infant/Toddler Care
Erikson

F

Family Child Care
Fathers
Fears
Feeding

G

Gerber
Growth and Development

H

Health

I

Individual Differences
Intervention with Special Needs Children

L

Language Development
- Activities to Encourage
- Communication
- Communication—Crying
- Delay and/or Disability
- Reading/Books
- Stages

Learning Process

M

Mahler
Masturbation
Materials
Mobile Infants (6–18 months)
Model Programs
Moral Development
Music/Singing

N

Newborn
Nutrition

P

Parents
- Adolescent
- Caregiver/Parent Relationship
- Concerns and Practices

Peer Relations
Physical Development
- Sensory/Motor
- Small Motor
- Stages

Play
Premature Infants
Preschoolers (3–5 years)
Program Management
Prosocial Development
Psychoanalytic Theory

R

Reading/Books

S

Safety
Scheduling the Day
Self-comforting
Self-esteem
Self-help Skills
Separation
Sex Roles
Sexuality
Sibling Rivalry
Singing
Social/Emotional Development
- Activities to Encourage
- Anger
- Attachment
- Autonomy
- Emotions
- Fears
- Peer Relations
- Problems
- Prosocial Development
- Self-control
- Self-esteem
- Separation
- Stages

Special Needs Children
- Handicapped
- Premature Infants
- Risk Factors

Stranger Anxiety

T

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Temperament
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- Cognitive-Maturational
- Erikson
- Gerber
- Mahler
- Psychoanalytic

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Training Family Child Care Providers

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Publications Available from the Department of Education

This publication is one of over 650 that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

ISBN	Title (Date of publication)	Price
Child Development publications:		
0-8011-0763-6	Center-Based Preschool-Age Program Quality Review Instrument (1988)	$2.00
0-8011-0764-4	Family Child Care Program Quality Review Instrument (1988)	2.00
0-8011-0751-2	First Moves: Welcoming a Child to a New Caregiving Setting (videocassette and guide) (1988)*	65.00
0-8011-0737-7	Here They Come: Ready or Not—Report of the School Readiness Task Force (Summary) (1988)	2.00
0-8011-0734-2	Here They Come: Ready or Not—Report of the School Readiness Task Force (Full Report) (1988)	4.25
0-8011-0735-0	Here They Come: Ready or Not—Appendixes to the Full Report of the School Readiness Task Force (1988)	16.50
0-8011-0767-9	Infant and Toddler Program Quality Review Instrument (1988)	2.00
0-8011-0750-4	Infant/Toddler Caregiving: An Annotated Guide to Media Training Materials (1989)	8.75
0-8011-0753-9	Respectfully Yours: Magda Gerber's Approach to Professional Infant/Toddler Care (videocassette and guide) (1988)*	65.00
0-8011-0765-2	School-Age Parenting and Infant Development Program Quality Review Instrument (1988)	2.00
0-8011-0766-0	School-Age Program Quality Review Instrument (1988)	2.00
0-8011-0752-0	Space to Grow: Creating a Child Care Environment for Infants and Toddlers (videocassette and guide) (1988)*	65.00
0-8011-0758-x	Visions for Infant/Toddler Care: Guidelines for Professional Caregivers (1988)	5.50
Publications in other educational areas:		
0-8011-0271-5	Academic Honesty (1986)	$2.50
0-8011-0722-9	Accounting Procedures for Student Organizations (1988)	3.75
0-8011-0272-3	Administration of Maintenance and Operations in California School Districts (1986)	6.75
0-8011-0216-2	Bilingual-Crosscultural Teacher Aides: A Resource Guide (1984)	3.50
0-8011-0238-3	Boating the Right Way (1985)	4.00
0-8011-0275-8	California Dropouts: A Status Report (1986)	2.50
0-8011-0783-0	California Private School Directory, 1988-89 (1988)	14.00
0-8011-0747-4	California Public School Directory (1989)	14.00
0-8011-0748-2	California School Accounting Manual (1988)	8.00
0-8011-0715-6	California Women: Activities Guide, K—12 (1988)	3.50
0-8011-0488-2	Caught in the Middle: Educational Reform for Young Adolescents in California Public Schools (1987)	5.00
0-8011-0760-1	Celebrating the National Reading Initiative (1989)	6.75
0-8011-0241-3	Computer Applications Planning (1985)	5.00
0-8011-0797-0	Desktop Publishing Guidelines (1989)	4.00
0-8011-0749-0	Educational Software Preview Guide, 1988-89 (1988)	2.00
0-8011-0489-0	Effective Practices in Achieving Compensatory Education-Funded Schools II (1987)	5.00
0-8011-0041-0	English–Language Arts Framework for California Public Schools (1987)	3.00
0-8011-0731-8	English–Language Arts Model Curriculum Guide, K—8 (1988)	3.00
0-8011-0710-5	Family Life/Sex Education Guidelines (1987)	4.00
0-8011-0289-8	Handbook for Physical Education (1986)	4.50
0-8011-0249-9	Handbook for Planning an Effective Foreign Language Program (1985)	3.50
0-8011-0320-7	Handbook for Planning an Effective Literature Program (1987)	3.00
0-8011-0179-4	Handbook for Planning an Effective Mathematics Program (1982)	2.00
0-8011-0290-1	Handbook for Planning an Effective Writing Program (1986)	2.50
0-8011-0224-3	Handbook for Teaching Cantonese-Speaking Students (1984)	4.50
0-8011-0680-x	Handbook for Teaching Japanese-Speaking Students (1987)	4.50
0-8011-0291-x	Handbook for Teaching Pilipino-Speaking Students (1986)	4.50
0-8011-0204-9	Handbook for Teaching Portuguese-Speaking Students (1983)	4.50
0-8011-0250-2	Handbook on California Education for Language Minority Parents—Chinese/English Edition (1985)†	3.25
0-8011-0712-1	History–Social Science Framework for California Public Schools (1988)	6.00
0-8011-0782-2	Images: A Workbook for Enhancing Self-esteem and Promoting Career Preparation, Especially for Black Girls (1989)	6.00
0-8011-0227-8	Individual Learning Programs for Limited-English-Proficient Students (1984)	3.50
0-8011-0466-1	Instructional Patterns: Curriculum for Parenthood Education (1985)	12.00
0-8011-0208-1	Manual of First-Aid Practices for School Bus Drivers (1983)	1.75
0-8011-0209-x	Martin Luther King, Jr., 1929—1968 (1983)	3.25

*Videocassette also available in Chinese (Cantonese) and Spanish at the same price.

†The following editions are also available, at the same price: Armenian/English, Cambodian/English, Hmong/English, Japanese/English, Korean/English, Laotian/English, Pilipino/English, Spanish/English, and Vietnamese/English.

ISBN	Title (Date of publication)	Price
0-8011-0358-4	Mathematics Framework for California Public Schools (1985)	3.00
0-8011-0664-8	Mathematics Model Curriculum Guide, K—8 (1987)	2.75
0-8011-0725-3	Model Curriculum for Human Rights and Genocide (1988)	3.25
0-8011-0252-9	Model Curriculum Standards: Grades 9—12 (1985)	5.50
0-8011-0762-8	Moral and Civic Education and Teaching About Religion (1988)	3.25
0-8011-0182-4	Nutrition Education—Choose Well, Be Well: A Curriculum Guide for Preschool and Kindergarten (1982)	8.00
0-8011-0183-2	Nutrition Education—Choose Well, Be Well: A Curriculum Guide for the Primary Grades (1982)	8.00
0-8011-0230-8	Nutrition Education—Choose Well, Be Well: A Resource Manual for Parent and Community Involvement in Nutrition Education Programs (1984)	$4.50
0-8011-0185-9	Nutrition Education—Choose Well, Be Well: A Resource Manual for Preschool, Kindergarten, and Elementary Teachers (1982)	2.25
0-8011-0253-7	Nutrition Education—Choose Well, Be Well: Food Photo Cards (with nutrient composition charts) (1985)	10.00
0-8011-0254-5	Nutrition Education—Choose Well, Be Well: Teaching Materials for Preschool/ Kindergarten Curriculum Guide (in color) (1985)	7.50
0-8011-0303-7	A Parent's Handbook on California Education (1986)	3.25
0-8011-0671-0	Practical Ideas for Teaching Writing as a Process (1987)	6.00
0-8011-0309-6	Program Guidelines for Hearing Impaired Individuals (1986)	6.00
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